DOCUMENT RESUME

ED 312 497 CE 053 655

AUTHOR	Hallman, Patsy J.; And Others
TITLE	Home Economics Instruction.
INSTITUTION	Texas Tech Univ., Lubbock. Home Economics Curriculum Center.
PUB DATE	Aug 89
NOTE	167p.
AVAILABLE FROM	Home Economics Curriculum Center, Box 4067, Texas Tech University, Lubbock, TX 79409-4067.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Classroom Techniques; Course Descriptions; Course Organization; Educational Planning; *Home Economics; Home Economics Skills; *Instructional Design; Lesson Plans; Secondary Education; Teacher Education; *Teaching Methods; Units of Study
IDENTIFIERS	*Texas

ABSTRACT

A joint effort of educators at three Texas universities, this document presents information related to general and specific methods of teaching home economics. The document consists of 12 chapters, an appendix, and 38 references. Chapter 1 gives the history of home economics as a field of study and describes the secondary education courses in home economics offered in Texas. Chapter 2 describes curriculum development, home economics students and teachers, principles of learning, effective teaching practices, resources for teaching, advisory councils, instructional planning, objectives, the annual program plan, scope and sequence, units of instruction, lesson planning, and teaching strategies. Chapter 3 addresses student and program evaluation. Chapter 4 describes home economics program areas and the teaching of basic academic skills in specific content classes. Student occupational activities, correlated with units of instruction, are covered in chapter 5. Chapter 6 addresses classroom management. Chapter 7 describes youth organizations and some of their activities. Managing and promoting the program are the subjects of chapter 8. Chapter 9 describes how to help students search for jobs in the home economics field. Professionalism is addressed in chapter 10. Student teaching is covered in chapter 11. Chapter 12 contains short articles that support teaching suggestions made earlier in the document and that address, for instance, gender equity, students with special needs, and how to foster students' critical thinking skills. The appendix contains sample materials and work sheets. (CML)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED312497

Home Economics Instruction

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

B Robinson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Patsy J. Hallman
Anna Sue Couch
Rachel A. Underwood

CE053655

BEST COPY AVAILABLE

Home Economics Instruction

Authors

Patsy J. Hallman, Ph.D., C.H.E.
Professor, Department of Home Economics
Stephen F. Austin State University
Nacogdoches, Texas

Anna Sue Couch, Ed.D., C.H.E.
Associate Professor, Director, Home Economics Education
College of Home Economics, Texas Tech University
Lubbock, Texas

Rachel A. Underwood, Ed.D., C.H.E.
Associate Professor, Department of Home Economics
Southwest Texas State University
San Marcos, Texas

Editor

Sandra Hurdle

Production

Home Economics Curriculum Center
Texas Tech University
Lubbock, TX

August, 1989

Contents

Preface vii

Chapter 1
Home Economics 1

Chapter 2
Curriculum Development 21

Chapter 3
Evaluation 53

Chapter 4
Teaching Home Economics Content Areas 59

Chapter 5
Student Occupational Activities 75

Chapter 6
Classroom Management 81

Chapter 7
Youth Organizations 89

Chapter 8
Managing and Promoting the Program 95

Chapter 9
The Job Search 103

Chapter 10
Professionalism 107

Chapter 11
Student Teaching 111

Chapter 12
Supporting Articles 117
- Classes for Out-of-School Students 117
- Critical Thinking Skills 121
- Students with Special Needs 124
- Gender Equity 131
- Extension Home Economics 133

Appendix 135

References 161

Index 165

Preface

The materials in this publication are presented for the development of knowledge and skills needed for teaching home economics. The concepts addressed relate to general pedagogy as well as to specific methods of teaching home economics. Therefore, the publication may be useful not only to teachers of home economics but to other teachers as well.

This publication is a joint effort of teacher educators at three Texas Universities: Southwest Texas State University, Stephen F. Austin State University, and Texas Tech University. In addition, selected writers have made contributions which relate to unique topics. The contributions of these writers are identified in the text. Patsy Hallman served as the major author of the work.

Special thanks go to the contributors of special sections: Dr. Ralph Eddins, Stephen F. Austin State University, Dr. Barbara Holt, Louisiana State University, and Dr. Beth Hamer, University of Montevallo (Alabama). Ms. Judith Hetherly, Director, Vocational Home Economics Education, Texas Education Agency, encouraged this cooperative endeavor serving as an advisor and reader. In addition, she continues to lead home economics in Texas in ways which inspire teachers at both secondary and university levels. Dr. Gloria Durr, Chairman, Department of Home Economics, Stephen F. Austin State University, provided support and encouragement for the project. In addition, earlier works of hers from *Selected Topics in Home Economics*, as well as others shown in "References," were drawn upon for ideas and information as the writers developed the present text. The Home Economics Curriculum Center directed the publication of the text.

For co-workers and family members who dealt patiently with the writers as work progressed, and for students, past, present, and future, who make teaching satisfying and a joy, appreciation is gratefully given.

The Authors
1989

Chapter 1
Home Economics

Home economics is a field of study concerned with the family. Its mission is to improve the quality of home and family life. The family is the basic unit of society; therefore, the well-being of all people is based on the social and economic well-being of families. Family forms vary, but regardless of form, the family is critical to the development of the human being and to a civilized society.

Home economics subject matter is drawn from various disciplines such as science, psychology, art, and sociology; from research; and from knowledge unique to the field. Home economics focuses on service, education, and research. Its purposes are to improve the quality of life for individuals and families, to provide service, to promote research, and to prepare individuals for occupations derived from family functions. Areas of study are food and nutrition; clothing and textiles; management, family economics, and consumer education; housing; and human development. The family is studied in both its near and far environments: physical, social, psychological, aesthetic, economic, and political.

Skills and knowledge relating to the home and family were traditionally transmitted from one generation to another through the home. However, in the early 1800s certain individuals began to show interest in more formal education for concerns of the family. As early as 1819, Emma Willard promoted the idea that "housewifery" should be taught to females, and some schools in the early 1800s began offering classes that related to the home. The earliest formal education consisted of cooking schools and sewing classes.

The formal history of home economics began in 1899 when eleven people met at Lake Placid, New York, to consider an organization for people concerned with families. The group was headed by Ellen H. Richards and included representatives from the various sciences, economics, psychology, and sociology. The group continued to meet annually in Lake Placid until 1909 at which time the home economics organization was formally organized. The group determined that the field of study would be known as "home economics" and that its professional organization would be called the American Home Economics Association. Publication of the *Journal of Home Economics* was initiated by the group in 1909. From the beginning, the purpose of the Lake Placid Conferences was educational, dealing with the economical and sociological aspects of the family.

Vassar was the first college to offer classes in "domestic economy," although it was Stanford University, which in 1896, first offered a four-year program in home economics. Nine other land-grant colleges offered courses in home economics by the late 1890s. Courses tended to focus on cooking, sewing, millinery, laundry, home decorating, sanitation, and hygiene.

Two women stand out as forces who made the development of home economics a reality. Catherine Beecher wrote the first home economics textbook accepted by a state department of education. Published in 1841, it was titled, *A Treatise on Domestic Economy*. Beecher also wrote nine other books which related to home economics. Ellen H. Richards is generally considered the founder of home economics. A graduate of Vassar with a degree in chemistry, she became the first female teacher at MIT. Mrs. Richards was intensely interested in improving home and family life. She believed that science concepts and principles should be applied to homemaking to make life better for individuals and families. Her interests and works included research on ways to improve family food habits. In addition, Mrs. Richards contributed much to the development of the school lunch program in this country.

Various pieces of legislation have contributed to the development of the home economics field. Notable among them is the Morrill Land Act of 1860 which provided public lands for the establishment of schools in every state to teach agriculture and home economics. Other legislative acts are listed in figure 1.1.

Certain landmarks stand out in the development of the field of home economics. These landmarks relate to legislation, the organization of associations and services, and major war efforts of the United States. For example, the Cooperative Agriculture Extension Service was formed in 1914, and it continues to be a major force in disseminating home economics knowledge and skills. The American Dietetics Association was

founded in 1917 by women who saw the growing need for education in the science of nutrition. During that period, World War I created a tremendous demand for home economists. Following World War I there was increased interest in family welfare and in child development. During the Great Depression, which began in 1929, the focus of home economics shifted from housekeeping skills to management of family resources. By the late 1930s, federal funds had been authorized for home economics education, research, and supervision. By 1940, home economics was an integral part of high schools, colleges, and universities across the nation. In the 1940s, research in clothing, textiles, foods, and nutrition mushroomed as a result of World War II. Home economists were in great demand. After World War II, the growth of home economics education was rapid. Home economics was centered on the family during this period.

DATE	ACT	CONTRIBUTION
1860	Morrill Land Act	Designated public lands for schools
1917	Smith-Hughes	Provided federal support for home economics
1929	George-Reed George-Dean	Provided additional funds Moved service to rural areas
1946	George-Barden	Provided flexibility in funding
1958	Defense	Provided facilities
1961	Redevelopment	Provided for unemployed
1963	Vocational Education	Made broad changes
1968	Vocational Education Amendment	Job training for all
1974	Comp. Emp.	Provided wide variety of services
1975	Handicapped	Required schools to assume responsibility for the handicapped
1976	Vocational Education Amendment	Eliminated sexism in education
1977	Career Education	Promoted career education
1985	Carl Perkins	Increased outreach education

Figure 1.1

In the 1960s a dramatic change occurred in home economics education. Legislation was passed which allowed home economists to provide education for wage earning as well as for homemaking. In addition, legislation was passed to prohibit the discrimination of males and females in education. This latter piece of legislation opened the field of home economics to males in a much larger way than had been previously experienced.

By the seventy-fifth anniversary of the American Home Economics Association in 1984, the field of home economics was a well-established entity in American society. Today home economics addresses critical problems affecting families. Among problems given priority are management of the dual roles of homemaker and wage earner, malnutrition, inflation, housing, energy, aging, stress management,

parenting, nutrition, diet and disease, poverty, adolescent problems, and child care and guidance. The concerns of home economics are not only for families in the United States but for families all over the world. A recent project of the American Home Economics Association is one which seeks to communicate the interrelationships of families in the global community. While family problems and lifestyles change, the basic mission of home economics does not. It continues to function as an agent to improve life for individuals and families.

The American Home Economics Association owns its own headquarters building in Washington, D.C. The symbol continues to be the Betty Lamp, an ancient lamp which provided a better form of light for pioneer families. Today it communicates the idea that home economics provides knowledge and skills to make life better for individuals and families. Official regular publications of the American Home Economics Association are the *Journal of Home Economics*, the *Home Economic Research Journal*, and a newspaper, *AHEA Action*.

VOCATIONAL EDUCATION

Vocational education is education for the work world. The Texas Advisory Council for Technical-Vocational Education in Texas has interpreted vocational education as "activities and experiences which youth and adults: 1) learn about, 2) prepare for, or 3) acquire to upgrade competencies for work roles either paid or unpaid. Education is vocational when it is taught in relation to the actual work role."

Vocational education reinforces and develops the academic basics which form the foundation for the development of any skill. Vocational education prepares students for immediate entry into the work world. It develops competencies in both specific jobs and in jobs related to those in which the training occurs. It provides a basis for further training in specific work. Vocational education promotes career exploration, provides for career choice validation, and develops the concept that there is dignity in work. The development of skills essential to success on any job is an important part of vocational education. Through vocational education, students may realize self-actualization by being able to demonstrate the ability to learn, perform, and succeed. Students in vocational education programs develop self-confidence and leadership skills.

Basically, vocational education aids students in the individual development of the following five areas. These are personal skills and attitudes, communication and computational skills, employability skills, broad and specific occupational skills, and foundations for career planning and lifelong learning. Business, labor, and the community are vital components in successful vocational education.

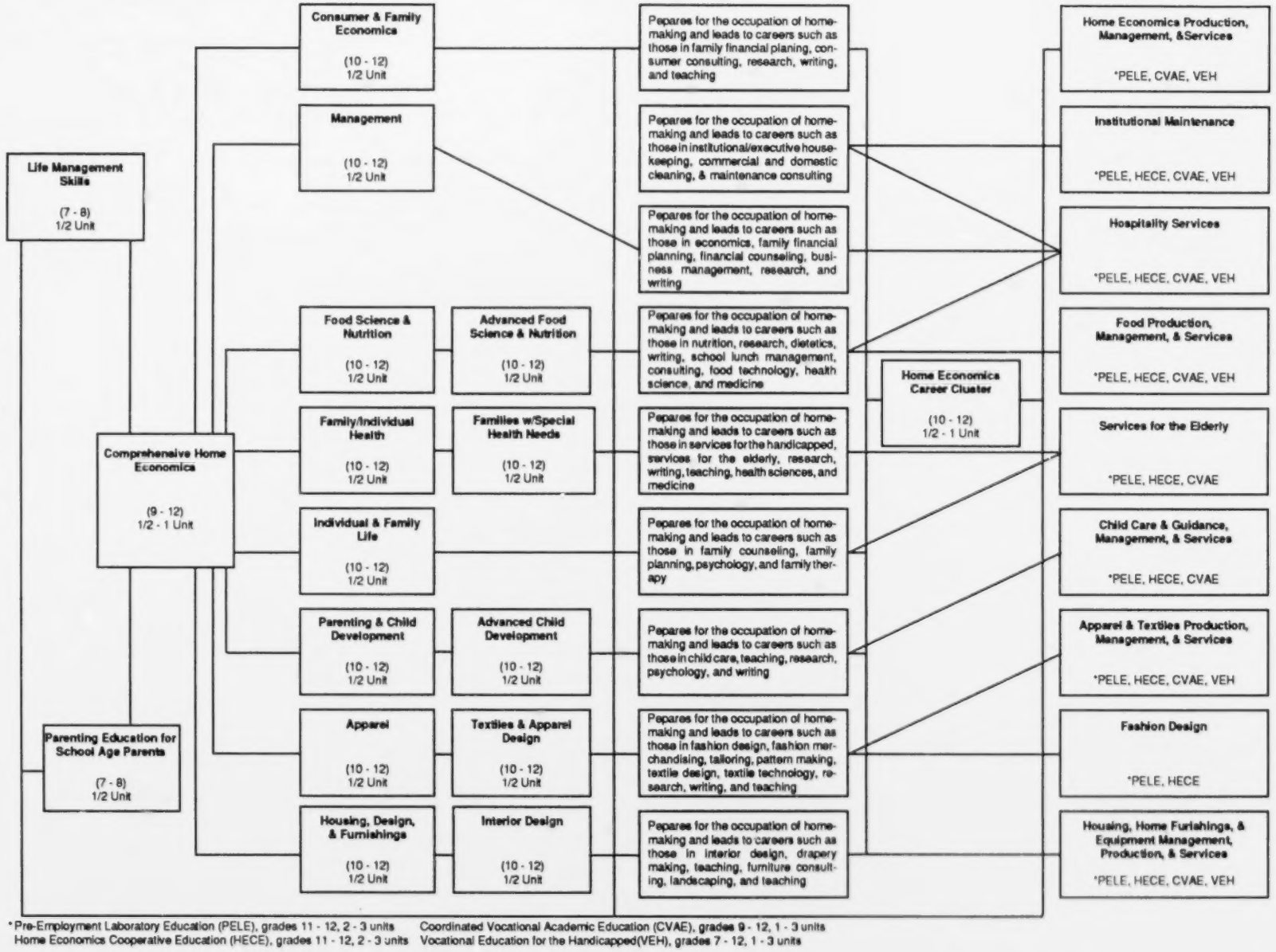
Home economics teachers may participate in the broad area of vocational education through membership in the American Vocational Association.

VOCATIONAL HOME ECONOMICS EDUCATION

Home economics education in the Texas public schools is a part of vocational education. Home economics is considered to be vocational education because it prepares students for the occupation of homemaker and for occupations outside the home which require home economics related skills.

Vocational home economics education is available in the public schools for students in middle schools, junior high schools, and high schools. Courses which are available are shown in figure 1.2.

Junior high school students may enroll in Life Management Skills. Students with special needs may be assigned to a vocational program to meet specialized needs. Students at the ninth through twelfth grade levels may take Comprehensive Home Economics, home economics technical courses, cluster courses, and job specific courses. School districts may choose to offer technical courses in all home economics subject areas. In addition, job specific courses in the form of either Home Economics Cooperative Education (HECE) or Pre-Employment Laboratory Education (PELE) are available to students at the eleventh and twelfth grades. High school students with special learning needs may elect to enroll in Coordinated Vocational Academic Education (CVAE) or Vocational Education for the Handicapped (VEH).


Life Management Skills
(7 - 8)
1/2 Unit
Comprehensive Home Economics
(9 - 12)
1/2 - 1 Unit
Parenting Education for School Age Parents
(7 - 8)
1/2 Unit
Consumer & Family Economics
(10 - 12)
1/2 Unit
Management
(10 - 12)
1/2 Unit
Food Science & Nutrition
(10 - 12)
1/2 Unit
Advanced Food Science & Nutrition
(10 - 12)
1/2 Unit
Family/Individual Health
(10 - 12)
1/2 Unit
Families w/Special Health Needs
(10 - 12)
1/2 Unit
Individual & Family Life
(10 - 12)
1/2 Unit
Parenting & Child Development
(10 - 12)
1/2 Unit
Advanced Child Development
(10 - 12)
1/2 Unit
Apparel
(10 - 12)
1/2 Unit
Textiles & Apparel Design
(10 - 12)
1/2 Unit
Housing, Design, & Furnishings
(10 - 12)
1/2 Unit
Interior Design
(10 - 12)
1/2 Unit
Prepares for the occupation of homemaking and leads to careers such as those in family financial planing, consumer consulting, research, writing, and teaching
Prepares for the occupation of homemaking and leads to careers such as those in institutional/executive housekeeping, commercial and domestic cleaning, & maintenance consulting
Prepares for the occupation of homemaking and leads to careers such as those in economics, family financial planning, financial counseling, business management, research, and writing
Prepares for the occupation of homemaking and leads to careers such as those in nutrition, research, dietetics, writing, school lunch management, consulting, food technology, health science, and medicine
Prepares for the occupation of homemaking and leads to careers such as those in services for the handicapped, services for the elderly, research, writing, teaching, health sciences, and medicine
Prepares for the occupation of homemaking and leads to careers such as those in family counseling, family planning, psychology, and family therapy
Prepares for the occupation of homemaking and leads to careers such as those in child care, teaching, research, psychology, and writing
Prepares for the occupation of homemaking and leads to careers such as those in fashion design, fashion merchandising, tailoring, pattern making, textile design, textile technology, research, writing, and teaching
Prepares for the occupation of homemaking and leads to careers such as those in interior design, drapery making, teaching, furniture consulting, landscaping, and teaching
Home Economics Career Cluster
(10 - 12)
1/2 - 1 Unit
Home Economics Production, Management, &Services
*PELE, CVAE, VEH
Institutional Maintenance
*PELE, HECE, CVAE, VEH
Hospitality Services
*PELE, HECE, CVAE, VEH
Food Production, Management, & Services
*PELE, HECE, CVAE, VEH
Services for the Elderly
*PELE, HECE, CVAE
Child Care & Guidance, Management, & Services
*PELE, HECE, CVAE
Apparel & Textiles Production, Management, & Services
*PELE, HECE, CVAE, VEH
Fashion Design
*PELE, HECE
Housing, Home Furishings, & Equipment Management, Production, & Services
*PELE, HECE, CVAE, VEH

*Pre-Employment Laboratory Education (PELE), grades 11 - 12, 2 - 3 units
Home Economics Cooperative Education (HECE), grades 11 - 12, 2 - 3 units
Coordinated Vocational Academic Education (CVAE), grades 9 - 12, 1 - 3 units
Vocational Education for the Handicapped(VEH), grades 7 - 12, 1 - 3 units

Figure 1.2
4

Essential Elements have been mandated by the State Board of Education for all home economics courses. These elements guide the teacher in planning local curriculum.

Integral parts of home economics education in the public schools are Future Homemakers of America, a youth organization designed for the development of leadership skills, and Student Occupational Activities. Student Occupational Activities serve to transmit skills and knowledge acquired in the classroom to the home and/or work place. They allow many students an opportunity to gain in-depth study while they allow others to acquire basic home economic skills.

Teachers qualified to teach Vocational Home Economics Education hold a valid Texas Teacher's Certificate with Vocational Home Economics Certification. Purposes of Vocational Home Economics Education in Texas are outlined in figure 1.3.

Purposes of Vocational Home Economics Education in Texas

- Help individuals and families improve the home environment and the quality of personal and family life.
- Give greater consideration to social and cultural conditions and needs of families.
- Encourage preparation for professional leadership in home economics and home economics content areas.
- Prepare youth and adults for the roles of homemakers and for the work of the home.
- Contribute to the employability of youth and adults as they assume the dual roles of homemaker and wage earner.
- Help all families, including the low-income and disadvantaged, to meet their needs.
- Promote knowledge of nutrition and food use and the understanding of the economic aspects of food use and purchase.
- Encourage participation of both males and females in preparing for the combined roles of homemaker and wage earner.
- Encourage elimination of sex stereotyping.
- Give greater consideration to economic, social, and cultural conditions and needs, especially in economically depressed areas.
- Encourage outreach programs.
- Emphasize consumer education, management of resources, parenthood education, and promotion of nutrition knowledge and food use to meet current social needs.
- Promote knowledge and skills in home economics which contribute to economic development through home economics content and emphasize the importance for balancing responsibility.
- Encourage application of the basic skills.
- Promote critical thinking skills through home economics curriculum.

Figure 1.3

COURSES OF INSTRUCTION

Vocational Home Economics Education in Texas is designed to prepare youth and adults for the occupation of homemaker and for occupations that require home economics skills. Education for the dual role of homemaker and wage earner and the relationship between work of the home and work in the marketplace is an integral part of all home economics courses. A variety of courses are available to meet the needs of students.

State standards outline a Minimum Program for schools as a program with a comprehensive home economics course and four different-subject home economics technical courses. Schools may offer a Home Economics Cluster Course in the place of one subject technical course. All schools must offer the Life Management Skills course at the seventh and eighth grade levels. Students enrolled in comprehensive and technical home economics courses must conduct Student Occupational Activities and develop leadership. Common Elements must be addressed in all courses.

For purposes of analysis, the courses may be divided into those with a focus on the family, or homemaking, and those with a focus on occupational training for gainful employment. A review of the courses promotes analysis of the total program.

Curriculum for job specific courses and comprehensive and technical home economic courses is developed at the state level. While the curriculum may be adapted to local situations, certain skills and competencies must be developed in each method of instruction. In Texas, teacher and student curriculum materials may be obtained from the Home Economics Curriculum Center, PO Box 4067, Texas Tech University, Lubbock, Texas, 79409, (806) 742-3029.

Comprehensive and Technical Home Economics

Life Management Skills
Grades: 7 or 8
Length: Semester
Credit: 1/2
Life Management Skills is designed to provide students with an opportunity to acquire knowledge about themselves. The content lends to clarifying students' own attitudes, values, and beliefs through self-reflection and critical examination of past and present influences on their own development. Content emphasizes management skills (including peer pressure), how to get along with others, acceptance of self (including responsibility for decisions/choices), problem solving, personal health including nutrition, and factors involved in responsible parenting.

Comprehensive Home Economics
Grades: 9 - 12
Length: 1 Year
Credit: 1/2 - 1
The content in this laboratory course is all inclusive of the composition of the home economics discipline. Students may expect to acquire knowledge and skills related to family living, child development, clothing and textiles, housing, management, consumer economics and responsibilities, food and nutrition, personal and family health, and the relationship between the home and the work place. Emphasis is placed on taking responsibility for actions, basic needs of children, nutrition, decision making, managing resources, surviving in the marketplace, career opportunities and preparation requirements, and managing the dual roles of homemaker and wage earner.

Each of the subject areas is allotted a specific period of time for development of the Essential Elements.

Food and Nutrition..... 7 Weeks	Clothing and Textiles.....7 Weeks
Management .....4 Weeks	Family Living..... 5 Weeks
Personal and Family Health .....2 Weeks	Child Development..... 3 Weeks
Consumer Economics..... 3 Weeks	Housing..... 2 Weeks
Flexible Time ..... 2 Weeks	Flexible Time.....1 Week

Individual and Family Life
Grades: 10 - 12
Length: Semester
Credit: 1/2

This course addresses the individual in the family. It explores basic functions and roles of the family unit. It takes an historical approach to the development of each individual, of the family, and of society. The content provides students with an opportunity to study the principles that affect family living, the responsibilities of adulthood, and career options and adjustments. Additional emphasis is placed on special concerns such as the relationship and management of the dual roles of homemaker and wage earner, meeting and coping with family problems (including cause and prevention of domestic violence), the role of elder family members and the care of the frail elderly.

Consumer and Family Economics
Grades: 10 - 12
Length: Semester
Credit: 1/2

The content in this course approaches economics as related to the consumer and the family. It provides information on the role of the consumers in the economy and the role of economics in the American economy. Special emphasis is given to consumer assertiveness, protection of the family economic security, and careers available within the area of economics. The course clearly displays how home/consumer/family practices impact economic development.

Management
Grades: 10 - 12
Length: Semester
Credit: 1/2

This course provides content necessary to develop knowledge and skills related to decision making, self management, time and energy management, career options, and practices facilitating managing dual roles. It will assist students in identifying all available resources with methods and considerations in their management. The course emphasizes the importance of management as related to lifestyles, the dual role of homemaker and wage earner, controlling stress, work simlification, and influences on management decisions. Concepts and skills related to career options and preparation for careers are also addressed.

Parenting and Child Development
Grades: 10 - 12
Length: Semester
Credit: 1/2

Parenting and child development is a laboratory course that focuses on parenthood education. The interrelationship of parenting behavior, behavior of children, and child development is shown. Students may expect to acquire background knowledge regarding the responsibilities involved in parenting and the knowledge needed for effective parenting. The development of the child is included, and career choices and their impact on the family are addressed. The course is directed toward solving problems of the family as a family. The content emphasizes special parenting needs and/or situations such as single parenting, stepparenting, children in crises, and abusive parenting behaviors. The course involves content on managing the dual roles of homemaker and wage earner (including the impact of the management on family life and productivity of the worker).

Advanced Child Development
Grades: 10 - 12
Length: Semester
Credit: 1/2

Advanced Child Development is a laboratory course that provides content for students to acquire knowledge and skills related to the development and care of children. The content begins with the impact of parenting on the individual(s). It develops concepts related to prenatal and postnatal care, the development of children (including opportunities for making decisions), and child care guidance techniques. The course provides in-depth study related to career and job opportunities related to children. The course emphasizes special parenting techniques for teaching children with special needs such as those who are handicapped, gifted, and talented. The causes and prevention of child abuse are addressed.

Food Science and Nutrition
Grades: 10 - 12
Length: Semester
Credit: 1/2

The content in this laboratory course includes a strong component in nutrition as it relates to dietary functions through the family life cycle, special dietary needs, and nutrient sources. Safety, sanitation, and nutrient retention in food preparation are addressed. It covers cultural influences on food patterns, management techniques, and careers in food and nutrition occupations. Concepts and skills related to managing the dual roles of homemaker and wage earner are emphasized.

Advanced Food Science and Nutrition
Grades: 10 - 12
Length: Semester
Credit: 1/2

This laboratory course provides in-depth study of the significance of nutrition in food science. It addresses the knowledge and skills needed to study food science, processing, marketing, and technology involved in food/nutrition. The opportunities in food and nutrition occupational areas are explored as well as the concepts and skills related to managing the dual roles of homemaker and wage earner.

Apparel
Grades: 10 - 12
Length: Semester
Credit: 1/2

This laboratory course covers concepts and skills related to apparel decisions and management. Students have the opportunity for learning characteristics of fabrics and skills for selection. Apparel construction concepts will promote student's skills. Content regarding the apparel industry is addressed as well as the career options within the occupational area.

Textiles and Apparel Design
Grades: 10 - 12
Length: Semester
Credit: 1/2

This laboratory course provides in-depth knowledge and skills in the design of textiles and apparel. Students have opportunities to learn characteristics and textiles development, and textile selection, use, and care. Concepts are covered regarding the design industry and prescribed regulations. Skills are taught in design procedures, costing, producing, and marketing. The course provides students with a good foundation regarding expectations in careers within occupational areas of gainful employment and family adjustment.

Housing, Design, and Furnishings
Grades: 10 - 12
Length: Semester
Credit: 1/2

The knowledge which is needed to make wise housing decisions is addressed in this laboratory course. Concepts and skills are covered relating to societal aspects of housing choices, housing design features, and home safety. Housing options of the future are explored. Career opportunities are addressed in the course as well as the concepts and skills for managing the dual roles of homemaker and wage earner.

Interior Design
Grades: 10 - 12
Length: Semester
Credit: 1/2

This laboratory course covers the concepts and skills needed to successfully decorate a home and/or business. The content addresses period styles, surface treatments, lighting, use of design, space planning, consideration of occupant needs, and management principles. Other components include the impact of technology, the acquisition of professional services, careers available within the occupational area, and managing the dual roles of homemaker and wage earner.

Family/Individual Health
Grades: 10 - 12
Length: Semester
Credit: 1/2

The Family/Individual Health course emphasizes the characteristics and influences of personal wellness; individual and family patterns contributing to the wellness of family members. The content addresses health resources, health care, contemporary and world health issues, and options and required preparation for careers within the field. Concepts and skills for managing the dual roles of homemaker and wage earner and the complications/solutions that are involved within those responsibilities are addressed.

Families with Special Health Needs
Grades: 10 - 12
Length: Semester
Credit: 1/2

This course has been designed to prepare students for the present and future family. With continued emphasis on serving individuals with special needs within the home setting, structure, and function, this course provides information and learning strategies which will prepare students for adulthood and their roles in the "new family." A special focus has been provided for students to gain knowledge of the elderly and individuals with disabilities/handicaps. Concepts and skills relating to family adjustments and career options are addressed as well as management for the dual roles of homemaker and wage earner.

Home Economics Cluster Course

Home Economics Career Cluster
Grades: 10 - 12
Length: 1/2 - 1 Year
Credit: 1/2 - 1

This course provides students knowledge and skills in career options found in home economics business operations, home economics education and communication, home economics human services, home economics sciences and technology, and home economics arts. Students may receive some hands-on experiences within the occupational area(s) of their interest. The course places emphasis on the occupational choice for gainful employment and the impact it may have on the home life.

Job Specific Home Economics

Job Specific Home Economics courses are designed to provide students with marketable skills. Job specific courses in home economics focus on preparing students for paid employment. The term *occupational education* is sometimes used in reference to job specific home economics.

Job specific home economics, or occupational home economics, differs from comprehensive and technical home economics in several specific ways which include the following:

1. The primary goal of job specific home economics is to train youth to obtain jobs and to perform in the work world with satisfaction.
2. The curriculum for job specific home economics is directed to the work world and to specific occupations.
3. The success of job specific home economics is determined by the employment rate and job success of students.
4. Students in job specific home economic courses are selected through the use of certain specific criteria.
5. Programs selected for specific schools are based on the need for certain types of workers in the local area.

The United States Office of Education has assigned occupational clusters to home economics. These clusters indicate job specific areas in which students may be trained. In Texas, the curriculum has been designed to promote student competency in all areas that one might find within an occupational area. In other words, the curriculum in food service does not just include curriculum related to being a chef, but also what knowledge and skills are needed to be a baker, caterer, and so on. The curriculum provides a broader field of study for the students with an emphasis on upper mobility. Also, the course of study involves

curriculum related to work/family issues and youth leadership development. Students in job specific classes focus on job training in the following areas:

Child Care and Guidance, Management, and Services
Grades: 11 - 12
Length: 1 - 2 years
Credit: 2 - 3 per year
This course provides a curriculum designed for employment training in the area of child care and guidance. Basic content is provided for making decisions for entering such an occupational area. The "basics" for child care are addressed, followed by current information needed for the child care worker in today's industry. The instructional methods for teaching concepts and skills needed in this occupational area are HECE and PELE (includes CVAE). Grade, length, and credit may vary for CVAE.

Food Production, Management, and Services
Grades: 11 - 12
Length: 1 - 2 years
Credit: 2 - 3 per year
This course provides curriculum designed for employment training in the area of food production, management, and services. Basic knowledge is provided in nutrition as well as skills for retention of nutrients during food preparation and service. The content provides for student achievement in concepts and skills related to management techniques, equipment operation, quantity food production, catering, safety, and sanitation. A major focus for developing concepts and skills for managing the dual roles of homemaker and wage earner is included. The instructional methods for teaching concepts and skills needed in this occupational area are HECE and PELE (includes CVAE and VEH).

Services for the Elderly
Grades: 11 - 12
Length: 1 - 2 years
Credit: 2 - 3 per year
This course provides curriculum designed for employment training in the area of services for the elderly. The content provides information for making decisions for entering such an occupational area. Basic knowledge regarding the elderly is addressed followed by current information needed by those presently employed in the field. A major focus for developing concepts and skills for managing the dual roles of homemaker and wage earner is included.The instructional methods for teaching the concepts and skills needed in this occupational area are HECE and PELE (includes CVAE).

Apparel and Textiles Production, Management, and Services
Grades: 11 - 12
Length: 1 - 2 years
Credit: 2 - 3 per year
This course provides students the opportunity to gain the knowledge required for occupations within the area of apparel and textiles production, management, and services. It deals with management and basic content regarding apparel and textiles. Students interested in the occupation of production receive knowledge and skills regarding construction and alteration. Those interested in textiles management and services gain concepts and skills involved in clothing and accessories, advertising and promotional activities, and the use and care of equipment. The instructional methods for teaching the concepts and skills needed in this occupational area are HECE and PELE (includes CVAE and VEH).

Housing, Home Furnishings, and Equipment Management, Production, and Services
Grades: 11 - 12
Length: 1 - 2 years
Credit: 2 - 3 per year
This course provides curriculum designed to train for employment in the area of housing, home furnishings, and equipment management, production, and services. The course allows students to explore career opportunities, study the management of dual roles of homemaker and wage earner, and learn basic concepts regarding occupational expectations in this area. Depending on the students' interests, concepts and skills are provided in the production of home accessories such as window coverings and upholstery. Students learn how to cost products, manage a business, and give advice to customers regarding product

selection. Students interested in training in the design area will gain concepts and skills related to applying the principles of design, accessorizing, promotional activities, and management. Students interested in floral design will learn concepts and skills of management, marketing, and design. The instructional methods for teaching the concepts and skills needed in this occupational area are HECE and PELE (includes CVAE and VEH).

Institutional Maintenance
Grades: 11 - 12
Length: 1 - 2 years
Credit: 1 - 3 per year

This course provides a curriculum designed for employment training in the area of institutional maintenance. Career options and demands on family life are explored within the course. Students receive concepts and skills regarding business responsibilities, safety and sanitation procedures, maintenance and housekeeping, and laundry services. The instructional methods for teaching the concepts and skills needed in this occupational area are HECE and PELE (includes CVAE and VEH). Grade, length, and credits may vary for CVAE and VEH.

Hospitality Services
Grades: 11 - 12
Length: 1 - 2 years
Credit: 2 - 3 per year

This course provides a curriculum designed for employment training in the area of hospitality services such as those of hotel and motel operation. Career options and demands on family life are explored within this course. Students receive concepts and skills related to supportive services such as property management, psychology of guests, lodging operations, and food and beverage operations. The instructional methods for teaching the concepts and skills needed in this occupational area are HECE and PELE (includes CVAE and VEH). Grade, length, and credits may vary for CVAE and VEH.

METHODS OF INSTRUCTION

Methods used to instruct job specific courses are as follows: 1) cooperative education, and 2) laboratory education. In Home Economic Cooperative Education (HECE), the cooperation is between public schools and local businesses. Students enrolled in HECE receive hands-on experience in industry as paid employees while being supported with a classroom instruction component which provides them with the knowledge needed to be successful employees. The employer is the teacher's partner and assists with the students' educational process. The employer in this partnership arrangement becomes the training sponsor. In laboratory education, students train for the world of work by working in commercial laboratories within the school or within industry. The only compensation students receive is course credit. The home economics teacher serves as the educator and training sponsor.

There are three different methods of instructing laboratory education. Each method is designed for a specific type of learner. The three instructional methods are as follows:

- Pre-Employment Laboratory Education (PELE)
- Coordinated Vocational Academic Education (CVAE)
- Vocational Education for the Handicapped (VEH)

The three methods of instruction vary in the type of student accepted for the class and in the specific skills studied. For example, any student who desires a skill which will lead to immediate employment may enroll in PELE. Students who are accepted in VEH are those with handicapping conditions, and they cannot be successful as mainstreamed students. CVAE is currently designed as an alternative to social promotion. It is established for those students who are behind in academic achievement by one or more grade levels or testing levels.

Home Economics Cooperative Education (HECE)

This method of instruction includes one hour per day of classroom instruction related to the work world (provided by the home economics teacher), a work experience in a home economics related occupation, and academic courses appropriate for the student's class standing. Students in this program receive 160 hours of

formal instruction in the HECE class and 525 hours of supervised work experience annually. A minimum of ten hours of on the job training per week must be completed by the student who wishes to earn two units of credit. A student who is employed for fifteen hours per week may earn three units of credit. School districts identify the program as a two or a three unit program. A student must be sixteen years of age or older to be eligible to enroll in HECE. The curriculum has been designed as a two year course. Students may enroll for only one year, but only partial credit may be given.

An HECE course may be either one in which students are employed in any of the job specific areas of home economics, or it may be one designated for a specific occupational area. For example, students may be enrolled in a course called Home Economics Cooperative Education in which students work in a variety of home economic occupations, or they may be enrolled in one of the following of which all students are trained in the same home economics job specific area:

- Apparel and Textiles Production, Management, and Services
- Child Care and Guidance, Management, and Services
- Fashion Design
- Food Production, Management, and Services
- Hospitality Services
- Housing, Home Furnishings, and Equipment Management, Production, and Services
- Institutional Maintenance
- Services for the Elderly

The HECE Teacher

The home economics teacher in an HECE program is called a teacher/coordinator. Teachers are employed for either ten or eleven months. If the teacher is employed for eleven months, the work year should begin prior to the beginning date for ten-month teachers. During the work period, teachers contact employers who could become training sponsors and determine types of jobs available for students. They also meet with students who are enrolled in the program to arrange for interviews with prospective employers/training sponsors. (Students should be identified for enrollment in the class during the spring semester of the preceding year when preregistration occurs for all students.)

During the year, the teacher plans and conducts classroom instruction and works with employers/training sponsors in supervising the student employees. A minimum of six supervisory visits are made during each year (one each grading period). More frequent visits are suggested, especially if students are having difficulty with assignments. Conference periods are utilized for coordinating and supervising the instructional tasks. Student evaluation and follow-up are a responsibility of the teacher/coordinator. Evaluations are based upon employer/training sponsor evaluations and classroom work. Dependability, honesty, work attitude, relationships with employers, and academic performance are important considerations in evaluation. Check sheets or rating scales based upon curriculum are the most common form of evaluation used by the employers/training sponsors. The teacher/coordinator determines the frequency and procedure of evaluation.

A follow-up of student employment is conducted annually after the students graduate from high school. The school district will provide a form to be used in developing a permanent record. Follow-up records are retained for no less than five years.

Training Stations and Training Plans

The place of employment for the student is called a training station. The individual plan of study for each student is called a training plan. The teacher/coordinator works with the employer/training sponsor and with the student to determine which competencies will be developed on-the-job and which will be developed through classroom instruction. Training plans are signed by the student, the employer/training sponsor, the parent/guardian, and the teacher/coordinator. Other elements of the training plan include length of training, hours of employment, and wages to be paid. A training plan must be on file in the local district within three weeks of the beginning of the employment period. Copies of the training plan should be given to both the student and the employer/training sponsor. The training plan becomes the instructional guide to follow as the student becomes competent in the prescribed curriculum.

Selection of a training station is based on the following criteria:

- Reputation of employer

- Competency of employer
- Standards maintained in the work place
- Equipment available for competency development
- Willingness of employer to employ and supervise student (part-time) workers
- Policies of the business
- Employer/employee relationships

Classroom Instruction

Classroom instruction in HECE includes both group and individualized instruction. Generally, these two types of instruction are equally divided within a week. Group instruction focuses on topics common to all workers. Examples of such topics are the profit motive, time management, managing income, managing responsibilities of home, work, and school, telephone manners, entrepreneurship, personal grooming for the work world, etc. An example of a scope and sequence chart of group lessons is shown in figure 1.4. Much of the group instruction relates to attitudes toward school, employment, and social and civic responsibilities. Individual instruction relates to the occupational objectives and the competencies needed for the specific employment responsibilities. In addition to individual and group instruction, the classroom experience includes time given to student recordkeeping of wage and hour reports.

HECE Students

Students must meet the following requirements to be eligible for HECE:

- Enrolled in the eleventh or twelfth grade
- Sixteen years of age or older
- Legally employable
- Successful in academic subjects
- Interested in developing further skills
- Interested in the chosen occupational area
- Possessive of a positive work attitude

Other personal characteristics which teachers consider are initiative, cooperation, alertness, honesty, and loyalty. Counselors and teachers may provide references for students who apply for the program. Students must comply with all rules of the program in order to remain a part of it. For example, if a student is terminated from a job, another job must be secured. The teacher must always be involved in the selection of the potential training station. Additionally, a student who is absent from school may not work at the training station on the day of the absence.

Pre-Employment Laboratory Education (PELE)

PELE is either a two or three hour laboratory course taught in the home economics facility that is furnished with commercial equipment. In some instances, the laboratory program may be coordinated with facilities outside of the home economics department. For example, PELE Child Care and Guidance, Management, and Services might be coordinated with the school district's kindergarten program. In PELE, the curriculum focuses on one job objective. Students in grades eleven and twelve are eligible for the program. PELE units (courses) may be provided in the following areas:

- Apparel and Textiles Production, Management, and Services
- Child Care and Guidance, Management, and Services
- Fashion Design
- Food Production, Management, and Services
- Hospitality Services
- Housing, Home Furnishings, and Equipment Management, Production, and Services
- Institutional Maintenance
- Services for the Elderly

In PELE Food Production, Management, and Services, the course includes development of competencies in safety and sanitation, receiving, storing, and issuing food supplies, preparation of foods for public consumption, operation of food service equipment, and career options in food service. Equipment in the laboratory includes commercial ovens, commercial griddles, deep-fat fryers, commercial mixers, steam tables, etc. Students receive instruction in operation procedures for each major equipment item and learn methods of planning and serving for the food service industry. The class may prepare food for restaurant style service one to three times each week. Menus and fees charged customers are determined by the

HECE Scope and Sequence of Group Lessons

1	Holiday	Induction	Responsibilities of HERO	Personal Interview	Interviews
2	Dress	Resumé & Application	Job Hunting	HERO Officers	HERO Meeting
3					
4	Relationship w/Boss	Relationship w/Other Workers			
5	Relationshhip w/Customers	Relationship w/Co-Workers			
6	Records	Income	Field Trip		
7	Money	Deductions	Test		
8	Personal Health	Rest Exercise	Diet		
9				HERO Meeting	Service Projects
10	Physical & Emotional Health	Speaker			
11	Banking	Credit			
12	Safety at Work	Safety at Home			
13	Safety Social	Safety Machines			
14	Assembly	Speaker			
15	Power of One	Values			
16	Standards	Goals		HERO	Service Projects
17	Careers	Field Trips			
18	Review	Test			

Figure 1.4

students and teacher. Enough profit is planned to recover the cost of supplies for the next meal to be served. Customers may be school personnel who make reservations to eat meals prepared by the students. Providing an opportunity for community groups to eat the products prepared by the students is an excellent method for encouraging school/community relationships. Rotation of duties for students insures that each will have the opportunity to gain mastery of various pieces of equipment. Laboratory opportunities may focus at different times on different forms of commercial food service, for example short order food preparation, catering, take-out meals, and bakery items. Examples of scope and sequence charts are shown in figure 1.5 and figure 1.6.

PELE Apparel and Textiles Production, Management, and Services provides instruction in clothing, fashion design, production, sewing, pressing, fashion merchandising, and routine business of the fashion industry. Instruction and experiences are provided in all of these concepts with the focus on techniques used in the apparel industry. The laboratory setting includes commercial sewing equipment such as straight stitchers, blind hemmers, sergers, steam pressers, etc. Student projects and classroom experiences are designed to simulate actual work experiences. Assembly line projects are carried out by the class. Classes which begin with limited skills among students may spend several weeks learning to operate the machines. Then, a suitable beginning assembly line project might be to hem several dozen dishcloths for the school cafeteria. This project might be followed by the construction of two dozen tote bags. An additional project might be the production of one dozen pairs of shorts for teens. Each project should increase in difficulty. Custom sewing is also an option for the class. An example of a yearly scope and sequence chart is shown in figure 1.7.

PELE Child Care and Guidance, Management, and Services is taught in a laboratory designed for the care of children. A local kindergarten facility may be used for the PELE laboratory. Instruction time is divided between laboratory work and classroom activities. Another alternative might be for students to operate a day care program within the home economics facility two or three days per week. In some school districts, the laboratory is a child care center that allows for maximum learning experience. In this case, the school assumes responsibility for student travel arrangements. Selection of an outside facility is carefully monitored to insure that a quality learning experience is provided for students. No pay is given to students, the teacher carefully supervises the home economics students, and students may not be used as substitutes for the child care center staff. An example of a scope and sequence chart is shown in figure 1.8.

Vocational Education for the Handicapped (VEH)

VEH is a laboratory program which provides home economics instruction for students with physical or mental handicapping conditions who cannot benefit from being mainstreamed into a regular instructional setting. Students identified as handicapped may have one or more of a variety of handicapping conditions. The VEH courses available in home economics are as follows:

- Apparel and Textiles Production, Management, and Services
- Food Production, Management, and Services
- Hospitality Services
- Housing, Home Furnishings, and Equipment Management, Production, and Services
- Institutional Maintenance

Each course is conducted in a home economics laboratory classroom which simulates the actual work place. Classes are two hours in length. A student enrolled in VEH may be in the program from the seventh through the twelfth grades. The length of study depends on the local school district's offerings and upon student mastery of competencies. For those students with special needs, the school district shall provide modifications and materials to insure that instruction is appropriately delivered.

VEH curriculum focuses on the work habits and skills associated with commercial equipment. For example, in Food Production, Management, and Services, students learn to operate commercial equipment, and they prepare and serve meals to the public.

The rate of learning by VEH students may demand longer periods of time for mastery of the various competencies. An important component of the VEH program is the use of the ARD Committee which develops an Individual Educational Plan for each student.

Yearly Scope and Sequence Chart
(Block)

Course: PELE Food Production, Management, and Services

Week No. and Date	Weekly Topic
1	Food Service Opportunities
2	The Employee
3	HERO
4	Safety
5	Sanitation
6	Planning
7	Nutrition
8	Custom Relations
9	Cookies/Beverages
10	Cookies/Beverages
11	Sandwiches: Cold
12	Sandwiches: Cold
13	Sandwiches: Hot
14	Sandwiches: Hot
15	Salad Meals
16	Salad Meals
17	Financial Aspect
18	Mid-semester
19	Casserole Meals
20	Casserole Meals
21	Casserole Meals
22	Regular Meals
23	Regular Meals
24	Regular Meals
25	Brown Bag Projects
26	Brown Bag Projects
27	Catering: Receptions
28	Catering: Receptions
29	Catering: Banquets
30	Catering: Banquets
31	Catering: Picnic
32	Gourmet Restaurants
33	Food Service Business
34	Food Service Careers
35	Food Service Careers
36	Finals

Figure 1.5

PELE Food Production, Management, and Services

1	Overview of Course	Entrepreneurship	Occ. Demands & Rewards	Job Success/ Voc. Counsellor	Productive Work Habits
2	Sanitation/ Personal Hygiene	Sanitation/Equip. & Facilities	Sanitation/Food Storage	Fire Prevention Chemical Use/Quiz	Guest Speaker Fire Chief
3	Safety Film & Workshop Follow-up	PracticingSafe Lab Procedures	Use of Laboratory Utensils	Appliance Operation	Cleaning of Equipment
4	Food Inv. Forms & Procedures	Equip. Inv. Forms & Procedures	Demo. Measuring & Cooking Terms	Measurement Practice Lab/Quiz	FHA/HERO Officer Election
5	Expand & Decrease Recipes	Lab Practice	Beverage Prep./ Film & Disc.	Beverage Lab Quiz	Salad Dressing Prep.
6	Green Salad Preparation	Fruit Salad Preparation	Congealed Salads	Frozen Salads 6 wks Test	Misc. Salads/ Salad Bar
7	Fruit & Vegetable Prep. Guidelines	Vegetable Preparation	Fruit Preparation	Prepared Foods Display/Quiz	Teacher Luncheon Potato Bar
8	Garnishing & Appetizers	Sandwich Preparation	Cookie Sales/ Hors d'oeuvres	Teacher Luncheon Sand. & Accomp.	FHA/HERO Project Dev./Quiz
9	Pepare Entrees Chicken	Fish Dishes	Cookie Sales/ Portion Control	Beef Dishes	Teacher Luncheon Casseroles
10	Working Together in the Lab/Quiz	Work Schedules & Work Stations	Table Service Cookie Sales	Table Prep. Napkin Folding	Teacher Luncheon Italian
11	Catering in House Quiz	Coffees/ Luncheons	All School Open House	Catering Off Site Quiz	Serve Kiwanis Luncheon
12	Desserts Cakes	Pie Pastry 6 wks Test	Pie Fillings Cookie Sales	Cake Lab Cake Sale	FHA/HERO Christmas Proj.
13	Cookies Prep. Quiz	Candy Prep.	Cookie & Candy Sales	Market Orders Luncheon Prep.	Teacher Luncheon Mexican
14	Breads/Quick Breads/Quiz	Biscuits/Muffins/ Cornbrd./Pancks.	Cookie Sales Catered Orders	Doughnut Demonstration	Lab Practice Quiz
15	Yeast Breads Film & Demo.	Rolls Loaves	Cookie Sales Catered Orders	Quiz Dessert Breads	Teacher Luncheon Thanksgiving
16	Menu Development	Christmas Catering to Public	→	→	FHA/HERO/Xmas Dec. Speaker
17	Christmas Catering to Public	→	→	→	Teacher Luncheon Christmas
18	Table Service for Banquets	Soups and Sauces	Choc. Chip Cookie Sales	Review for Test	Semester Test

Figure 1.6

Yearly Scope and Sequence Chart
(Block)

Course: PELE Apparel and Textiles Production, Management, and Services

Week No. and Date	Weekly Topic
1	Work Opportunities
2	The Employee
3	HERO
4	Equipment
5	Equipment
6	Planning
7	Project I (Hemming)
8	Project I (Hemming)
9	Financial Aspect
10	Planning
11	Project II (Bags)
12	Project II (Bags)
13	Project II (Bags)
14	Planning
15	Project III (Chef's Apron)
16	Project III (Chef's Apron)
17	Project III (Chef's Apron)
18	Mid-semester
19	Planning
20	Project IV (Shirt and/or Shorts)
21	Project IV (Shirt and/or Shorts)
22	Project IV (Shirt and/or Shorts)
23	Project IV (Shirt and/or Shorts)
24	Fashion Considerations
25	Fashion Considerations
26	Marketing Procedures
27	Marketing Procedures
28	Alterations
29	Alterations
30	Alterations
31	Garment Repairs
32	Garment Repairs
33	Clothing Care
34	Careers
35	Careers
36	Finals

Figure 1.7

PELE Child Care and Guidance, Management, and Services

1	Holiday	Introduction	Rules & Procedures of Lab	Licensing & Standards	Lab
2	Work Schedule Eval. of Work Sch.	Lab	Lab	Personal Traits Observ. & Records	Evaluate Observ. FHA Leadership
3	Life Management Parliamentary Proc.	Lab	Lab	Lab	Test FHA Officer Elec.
4	Occupational Opportunities	Occupational Opportunities	Lab	Lab	Entrepreneurial Opportunities
5	Job Success Dress & Manners	Occ. Demands & Rewards	Job Applications Resumés	Lab	Lab
6	FHA Job Responsibilities	Lab	Lab	Review	Test
7	Growth & Dev. of Children	Physical & Intellectual Dev.	Lab	Lab	Lab
8	Social, Emotional, & Language Dev.	Lab	Lab	Lab	Characteristics of Children's Behav.
9	Influences of Children's Behav.	Lab	Lab	Lab	Behavior of Children
10	Guidance of Children	Lab	Lab	Lab	Discipline
11	Self-Discipline	Lab	Lab	Lab	Parental Discipline FHA
12	An Effective Child Care Employee	Lab	Lab	Lab	Adjustments to Child Care
13	Comm. w/Parents & Guardians	Lab	Lab	Lab	Assembly
14	Routine Activities	Assist Children with Clothing	Lab	Lab	Lab
15	Nutrition	Snacks & Meals	Lab	Lab	Lab
16	Play Activities	Art Activities	Lab	Lab	Lab
17	Music & Rhythmic Activities	Lab	Lab	Lab	Overall Lab Eval. FHA
18	Overall Self Eval. Power of One	Lab	Lab	Review	Test

Figure 1.8

Coordinated Vocational Academic Education (CVAE)

CVAE may be considered an alternative to social promotion. School districts may choose to offer the program based upon needs of the students who are academically disadvantaged. CVAE may meet for either one, two, or three hour class periods. The classroom setting simulates industrial settings. CVAE courses available are as follows:

- Child Care and Guidance, Management, and Services
- Food Production, Management, and Services
- Services for the Elderly
- Apparel and Textiles Production, Management, and Services
- Housing, Home Furnishings, and Equipment Management, Production, and Services
- Institutional Maintenance
- Hospitality Services

Students eligible for enrollment in CVAE are academically behind their peers in school. The teacher of CVAE places high priority on preparing students for employability. A major goal of the course is to keep students in school and assist them with regaining grounds they have lost in their basic skills. Basic education must be a strong component of this course.

Chapter 2
Curriculum Development

An understanding of the basis of curriculum development is critical to successful instructional planning. The curriculum developer needs knowledge of students, the subject matter, and teaching methods. Other factors which demand consideration are as follows:

- School policies
- State guidelines
- Prevailing community attitudes
- Facilities
- Available state curriculum guides
- Other resources, textbooks, etc.
- Constraints imposed by resources
- The teacher's own teaching abilities

THE STUDENT

To develop curriculum effectively, the teacher must consider the student. The home economics educator most often works with adolescents. A review of research shows that the average adolescent possesses the following dominant characteristics:

- Peer oriented
- Strives for independence
- Leads busy life
- Concern with personal appearance
- Knowledgeable
- Interest in opposite sex
- Anxious to have own money
- At varying stages of physical development
- Divergent in basic academic skills
- Experiences mood changes
- Maturity level fluctuates

Closely related to these characteristics are developmental tasks for the adolescent. A developmental task is a task which must be accomplished at a specific stage in order for a person to progress successfully to the next stage of development. Students learn effectively if teaching is directed to their needs. In general, a teacher may know the adolescents' needs if he or she knows and understands the developmental tasks of adolescents. Developmental tasks of the average adolescent are as follows:

- Develop skill in meeting personal physical needs
- Become independent of parents
- Take responsibility for own actions
- Accept own sexuality
- Develop satisfying peer relations
- Develop appropriate relationships with the opposite sex
- Manage financial resources
- Adopt a personal ethical code
- Continue to learn

As the home economics teacher works with individuals of varying ages, an understanding of their unique needs and developmental tasks will be helpful. Figure 2.1 lists characteristics of students of varying ages.

Early Adolescence	Middle Adolescence
Fond of home	Peer oriented
Same sex friends	Concerned about self
Biological changes	Rebellious
Daydreams	Interested in opposite sex
Peer oriented	Busy
Sociable	Short attention span
Late Adolescence	**Adulthood**
Works for independence	Learns voluntarily
Wants own money	Learns slower than youth
Fluctuating social life	Slow to change
Interested in world	Learns for immediate use
Concerned with now	Long attention span
Making future plans	Physically less active

Figure 2.1

THE TEACHER

Effectiveness in teaching is dependent on a variety of factors. A great deal of research has been conducted to learn the qualities of the effective teacher. When all of the studies are analyzed, the following five characteristics are prominent in most studies:

- Knowledgeable
- Organized
- Enthusiastic
- Interested in the individual student
- Sensitive and responsive to the total teaching/learning environment

To expand upon these qualities, the person who teaches must possess a body of knowledge. The knowledge that the beginning teacher brings to the classroom is only a knowledge base to which much knowledge will be added. Additional knowledge comes mainly from two sources. The first source is personal study necessary to prepare for teaching specific classes. Experienced teachers say that to teach is to learn. Many teachers who had only modest grade point averages as students have become excellent teachers. That excellence is attributed to diligent work in preparing and presenting lessons. These teachers work to find methods of presentation that assure that learning will occur, and they study the subject matter before each presentation. The second source of knowledge for the beginning teacher is continuing education. Beginning teachers can continue their education by reading professional journals, attending in-service workshops, and enrolling in formal university classes.

The effective teacher must be well organized. This organization takes the form of organized activities and organized teaching materials for each lesson presented. It also includes organized files, organized storage of educational materials, and an organized notebook for each class taught as well as for each organization sponsored. Finally, it takes the form of an orderly classroom. In an effort to be well organized, the teacher guards against becoming inflexible. Some authorities have cited flexibility as a number one quality necessary for effective and satisfying teaching.

The effective teacher must be enthusiastic. The quality of enthusiasm relates to education as a career and as a process. It also relates to schools, and most importantly, to working with students. The effective teacher enjoys learning, enjoys teaching, and enjoys students. He or she is a positive person! Observation

reveals that over the years, many teachers lose their enthusiasm for teaching. Knowing that lack of enthusiasm may become a problem, the beginning teacher may want to learn how other teachers have maintained their enthusiasm. Interviews with enthusiastic teachers reveal that they hold the following beliefs:

- All students are valuable — the bright ones, the average ones, and the ones with special needs.
- It is satisfying to face a challenge and work toward solving the problems it presents.
- Personal learning must continue throughout the teaching career.
- New ideas, new materials, and new responsibilities bring excitement to life.
- Change is inevitable; welcome it!
- A busy person is never bored.
- Teaching is one of the most important professions in the universe.
- Positive feedback from students makes life satisfying and rewarding.

The effective teacher is interested in the individual student. To be effective, the teacher must be a caring person who cares about people in general and about every individual student. If a person discovers that she or he dislikes students, she or he should change from teaching to some other career. Interest in the individual student relates to the student's learning and to all aspects which impact that learning. It is important that each student know that a teacher believes that he or she is important. Fairness, concern, helpfulness, and flexibility are all important qualities for teachers to exhibit if students are to perceive their concern. The interest must be genuine, for students readily sense insincerity.

The effective teacher is sensitive and responsive to the total learning environment. This environment includes the physical, social, and educational climate created by the teacher and the students in the classroom. See the "learning environment" discussion elsewhere in this book for a further review of this important aspect of effective teaching.

Other qualities have been identified as important for the person who is successful in teaching. A review of your personal experiences, the experiences of your peers, and educational literature may add to your understanding of the attributes of an effective teacher.

In Texas, teachers are evaluated on the following criteria:

1. Instructional Strategies
   a. provides opportunities for students to participate actively and successfully
   b. evaluates and provides feedback on student progress during instruction
2. Classroom Management and Organization
   a. organizes materials and students
   b. maximizes time available for instruction
   c. manages student behavior
3. Presentation of Subject Matter
   a. teaches for cognitive, affective, and psychomotor learning and transfer
   b. presents information accurately/clearly
   c. uses acceptable communication skills
4. Learning Environment
   a. uses strategies to motivate students
   b. maintains supportive environment
   c. engages in professional development
5. Growth and Responsibilities
   a. interacts and communicates effectively with parents
   b. complies with policies and requirements
   c. promotes and evaluates student growth

PRINCIPLES OF LEARNING

Psychologists provide teachers with information about how people learn. Principles of learning relate to the learner, the environment, the teacher, and the learning experience. To express principles of learning in everyday language, one may say that students learn best when they do as follows:

- Be physically and mentally ready to learn
- Participate in the planning

- See a need for the learning
- Feel comfortable
- Enjoy the learning experience
- Have good health
- Feel secure
- Like and respect the teacher
- Be in attractive surroundings
- Attend a facility which models real life
- Have an encouraging teacher who anticipates learning
- Have established classroom routines
- Use as many senses as possible in learning
- Have organized learning experiences
- Participate actively
- Have repetition
- Experience success
- See the whole concept, then break it into parts
- Use new knowledge outside of the classroom as soon as possible
- Discover intellectual relationships
- Have frequent feedback
- Have learning experiences that are sequential
- Have a variety of types of learning experiences
- Have a balance between lower-level and higher-level learning experiences
- Develop a positive attitude toward learning

EFFECTIVE TEACHING PRACTICES

Success in teaching depends on effective teaching practices. Four teaching practices have been cited in research as essential. They are known as Climate, Time on Task, Appropriate Teaching Strategies, and Feedback.

Climate relates to the total learning environment. A positive learning environment is created when there is a pleasant, comfortable atmosphere. The teacher's concern that learning will take place is critical to the process, and so are effective discipline and the expectation that appropriate behavior will be practiced. The teacher must believe that the subject matter is important. He or she must communicate the belief that students will learn, and he or she must promote the idea that learning is the most important task of the group.

Consistent rules and regulations promote learning in the classroom setting. The physical setting of the classroom also contributes to a positive learning environment. The necessary space and equipment are mandatory, and appropriately sized furniture is important. Order, neatness, and attractiveness must be achieved in the physical climate. These are achieved through the use of sufficient storage and effort on the part of the teacher to keep spaces orderly, neat, and attractive. With equipment and materials in their proper places and furniture neatly arranged, other elements may be considered to add attractiveness to the room. Attractive, colorful bulletin boards are important. Plants and pictures also contribute to an attractive setting. Light is a factor which contributes to a warm pleasant setting and provides for comfortable study.

Climate involves establishment of rules and routines which are known by the teacher, administrators, parents, and students. Expectations are communicated and shared. Climate involves reinforcement — positive reinforcement of desirable behaviors and negative reinforcement of undesirable behaviors. Climate involves a level of concern that communicates to students a need to learn and a belief that learning is satisfying and can take place. Climate involves a feeling or tone that is interpersonal and task oriented.

Time on Task is a term used to emphasize the importance of adequate time to the learning process. There is direct correlation between the amount of time spent on a learning experience and the amount of learning that takes place. The effective teacher makes plans which place learning in priority. The teacher does not allow activities with lower priority to infringe on learning time. She or he communicates to students that learning has priority, and classes are conducted on the basis that learning a specific subject matter is the most important task of the group. Expectations, academic emphasis, and focus on learning are all integral parts of Time on Task.

Selection of Appropriate Teaching Strategies is critical to the learning process. Selection of teaching strategies is based on lesson objectives, available resources, student interests and abilities, teacher skills, available time, and physical facilities. A teacher should use a variety of learning activities for the following reasons:

- To accommodate different learning styles
- To maintain student interest
- To reinforce learning

Multiple strategies are available for the teacher's use, and many are explained in detail later in this chapter. Selection of specific teaching strategies is determined by the factors listed above as well as by whether the learning experience is for individuals or for groups.

In choosing strategies, the teacher plans to ensure that essential information is presented. The sequence of activities is important for optimum learning. It is important to check for understanding following each activity. In presenting material, the teachers moves from the known to the unknown and from the concrete to the abstract. A balance of types of strategies within the cognitive domain is helpful. Experiences which move from the knowledge level to higher order thinking and acting are important. There must be opportunity for problem solving, decision making, and creative thinking in the strategies chosen. Every strategy consists of the following three parts:

- Preparation or introduction
- Activity
- Follow-up

When conducting any learning experience, the teacher needs to appropriately sequence these three parts for the strategy to be effective in causing learning to take place.

Feedback is critical to learning. In the lesson cycle proposed in this book, feedback is planned at at least two critical points. First, after the teacher has presented new material in the explanation and modeling phase of the lesson, he or she checks for student understanding. Secondly, during the guided practice phase, the teacher checks student work for mastery. This immediate feedback is critical to both teacher and learner. The teacher needs feedback to determine if the teaching method or materials need adjustment. Reteach is often indicated by feedback. The student needs immediate feedback to reinforce learning and to remove misconceptions as soon as possible. In addition, feedback provided in a helpful, non-critical manner, builds a student's self-concept.

Feedback relates not only to academic learning but also to student behavior. Feedback involves the art of questioning and prompting. It involves providing knowledge of results, providing correctives appropriately, and providing appropriate reinforcement.

RESOURCES FOR TEACHING

Basic resources for teaching home economics in the Texas public schools include the following:

- *Guide to Teaching*, which includes the Essential Elements
- State curriculum guides and student materials (available from the Home Economics Curriculum Center, PO Box 4067, Texas Tech University, Lubbock, Texas 79409, 806-742-3029)
- State-adopted textbooks

The Essential Elements provide an outline for required content, course by course.

The curriculum guides are available in an updated form for each of the courses available. The guides provide objectives, learning experiences, evaluation methods, and teaching aids for implementing each course. They are essential for teaching home economics in Texas. As companions to the guides, student materials and other resources may be obtained from the Home Economics Curriculum Center.

The state adopted textbooks are scheduled for readoption in 1990. There will be general textbooks and textbooks for specific subject use adopted for use by Texas students. A state funding formula allows for a school district to choose a selection of the textbooks in order to have the ones needed to meet the needs of courses offered in the specific school district. It is not necessary for the local school district to choose all of the textbooks; however, it is wise to do so to assure that textbooks are available as different courses are offered. To adopt all textbooks provides local flexibility.

Many other resources for teaching are valuable to the teacher of home economics. Among them are the following which are recommended by experienced teachers:

1. Packaged lessons or commercially prepared materials
   These are available for many home economics concepts. Packages usually contain filmstrips, cassettes, teachers guides, and in many cases, posters and student work sheets. They may be obtained from various supply houses. Catalogs are available in school libraries. NASCO is the most prolific supplier of packaged materials for home economics, and a NASCO catalog is usually sent annually to each home economics department.
2. Journals and magazines
   Chief among these are *Forecast for Home Economics* and its companion magazine for students, *Choices*. The *Journal of Home Economics*, the *Illinois Teacher*, the *Journal of Vocational Home Economics*, *Image*, and others provide excellent ideas for teaching.
3. Materials developed by various organizations
   The American Dairy Council, Penney's Inc., Sears, and others provide materials for use by home economists. Often the materials are provided free of charge.
4. Free materials
   Free materials are available from community agencies, industry, and civic organizations. An example of these resources is brochures on child care provided by local hospitals and clinics.
5. A personal teaching file
   The file of ideas and materials developed during preservice has proved an excellent resource to many teachers. Such a file is only a beginning for a career-long collection of resources which promote teaching.
6. Materials for demonstrations and exhibits
   These materials are limitless. They include such essentials as food models, color collars, a baby model, and countless other objects which are required for demonstrations.
7. Computer software

ADVISORY COUNCILS

The Advisory Council should be a valuable resource to the home economics teacher. Advisory Councils are required for all vocational education programs in Texas. They are formed in a variety of ways, and they may function differently in different schools. For example, it is possible for a school district to have only one Advisory Council which relates to the total vocational program. It is also possible for each vocational program to have its own council or committee. A teacher new to a school district may learn about the local plan for Advisory Councils by consulting the vocational director and/or the local principal. When the Advisory Council relates to the total vocational program, it is under the direction of the vocational director. On the other hand, when the Advisory Council relates only to home economics, it may be under the direction of the home economics teacher(s) and local administrators.

The overall purpose of an Advisory Council is to advise the teacher. The Advisory Council does not set policy, and it has no authority. Specifically, the purposes of an Advisory Council are as follows:

- To advise teachers and program directors
- To provide realistic input from the community
- To give direction and support to programs
- To assist with community surveys
- To promote instruction which is related to community needs and interests
- To assist in finding job placements for HECE students
- To assist with FHA/HERO
- To promote home economics/community communication

If the Advisory Council is to be a council for just home economics, then the home economics teacher must organize and direct the work of the council. The suggestions in figure 2.2 may be helpful in that endeavor.

People who might be invited to serve on a home economics Advisory Council are the school principal, the FHA/HERO president, another student, the school counselor, a parent, a local businessperson in a business related to home economics, a media person, a professional home economist, and a former student. At the first meeting, elect a chairperson and arrange for one person to serve as recorder. Have sample

objectives and purposes available to the members. Have a tentative meeting agenda. Provide simple refreshments, a tour of the facility, and an opportunity for members to meet some students and see exhibits of their work. Arrange for publicity within the local school policy. The following guidelines will assist in the implementation and evaluation of the Advisory Council.

1. Determine objectives for the year. Review the Planning and Evaluation report and solicit input for program development.
2. Make committee assignments.
3. Prepare agenda of meetings for the year (usually two per year are held).
4. Seek ways to publicize the council work.
5. Involve members in major projects of the program.
6. Allow time at each meeting for open discussion.
7. Invite selected students to attend.
8. Plan to summarize, evaluate, and draw implications for program improvement at the conclusion of the Council's work.

Guidelines for Organizing an Advisory Council

1. Work with the vocational director in planning.
2. Get approval from the appropriate administrator.
3. Determine overall functions of the Council.
4. Determine appropriate membership and size.
5. Select specific representatives.
6. Plan the first meeting.
7. Notify members of their appointment.
8. Announce the first meeting.

Guidelines for Advisory Council Membership Selection

1. Determine number of members.
2. Solicit administrative guidelines for member selection.
3. Identify persons to serve by considering the following:

   - Status in community
   - Willingness to serve
   - Resourcefulness of the individual
   - Time constraints
   - Attitude toward home economics and education
   - Relationship to home economics

Figure 2.2

PLANNING

A major aspect of effective teaching is thorough planning. Both long-term and daily plans are necessary to effectively guide the total program. Figure 2.3 illustrates the levels of planning required of the home economics teacher.

Process of Planning

Overall Program Objectives

Curriculum Facilities FHA/HERO School/Community

Annual Scope and Sequence (Block)

Local Calendar Essential Elements

Units of Instruction

State Curriculum Student Int/Nds Resources Local Requirements

Unit Block

Daily Lesson Plans

Figure 2.3

OBJECTIVES

An objective is a statement which shows purpose or reason for action. Webster defines an objective as "something toward which effort is directed; an aim, or end of action." An objective may be a broad goal statement or it may be a specific performance statement. The major function of objectives in education are as follows:

- To provide direction for teaching and learning
- To aid in selection of teaching strategies
- To form a basis for evaluation
- To interpret the program

Broad objectives are often used as program goal statements. The Essential Elements for home economics in Texas are stated in a way to encompass many concepts. They may be described as broad objectives. Often, the Essential Element statements are used as unit objectives. Review the list of Essential Elements to understand broad goal and objective statements.

On the other hand, broad objectives may be too general to perform the functions listed above; therefore, many educators use behavioral or instructional objectives in lesson planning. A behavioral objective is generally considered to be one containing the following elements:

- **Who** will act
- What **action** will take place
- What degree of performance will be **accepted**
- What **conditions** will be required

Here is a complete behavioral objective containing the above elements: "After seeing a film on nutrition, the student will be able to name the National Dietary Guidelines with 100% accuracy." Other examples are as follows:

- After a reading assignment and an observation experience, the student will plan games appropriate for toddler-age children.
- The student will bake sponge cakes which meet teacher standards as a culminating experience for the foods unit.

Complete behavioral objectives such as the three shown above are most often used in individual learning materials and in grant writing. A simplified behavioral objective, or an instructional objective, is most often

used in writing regular units of study and in writing daily lesson plans. Typical instructional objectives are as follows:

- The student will list the parts of a sewing machine.
- The student will discuss the role of the father in child care.
- The student will develop a furniture arrangement plan.

For daily lesson plans the objectives may be further simplified by using a stem to show the "who will act" component of the objective. In addition, the acceptable performance level is omitted because seventy percent is a standard acceptable level in the public schools. The following objectives are appropriate for daily lesson plans:

The student will:

- Name the basic four.
- Explain how to use the basic four in menu selection.
- Write a day's menus with the basic four represented.

Notice that in the cases above, the objective begins with a verb. When writing instructional objectives the verb needs be to measurable and/or observable in order to perform the functions of objectives as previously outlined. Verbs such as list, name, describe, explain, construct, bake, create, and rate are measurable or observable. Examples of verbs which are not measurable or observable are learn, know, and understand.

A review of Bloom's *Taxonomy of an Education Objective* is helpful in writing instructional objectives that direct effective lesson planning. The following list shows the domains in the taxonomy with the levels in each:

I. Cognitive (intellect, facts) (mental)

A. Knowledge (to know - memorize)
B. Comprehension (understand - explain)
C. Application (use - perform)
D. Analysis (take apart - examine)
E. Synthesis (put together - create)
F. Evaluation (to judge - rate, rank)

II. Affective (feelings, emotions, values)

A. Receiving
B. Responding
C. Valuing
D. Organizing
E. Characterization

III. Psychomotor (physical)

A. Perception
B. Set
C. Guided Response
D. Mechanism
E. Overt Response

The following collection of commonly used verbs have been categorized according to levels within the cognitive domain in which they are most often used. A review of these groups may be helpful to the lesson writer.

COGNITIVE DOMAIN

Knowledge
define
label
list
name
recall
relate
repeat
state
tell

Comprehension
describe
discuss
explain
express
identify
locate
mark
match
report
review
show

Application
apply
arrange
bake
construct
demonstrate
employ
illustrate
interpret
operate
practice
prepare
purchase
schedule
sew
sketch

Analysis
analyze
categorize
classify
compare
contrast
debate
differentiate
distinguish

Synthesis
compose
construct
create
design
develop
manage
organize
plan
propose
revise

Evaluation
appraise
assess
assign value
evaluate
grade
judge
rate
score

AFFECTIVE DOMAIN

Receiving
accepts
asks
attends
hears
listens
notices
receives
sits

Responding
agrees
asks
complies
contributes
discusses
follows
participates
reacts
responds
shares
volunteers

Valuing
chooses
commits
defends
joins
persuades
prefers
shows
values

Organizing
adapts
adjusts
adopts
classifies
constructs
groups
organizes
plans
ranks

Characterizing
acts
advocates
behaves
exemplifies
exhibits
is
maintains
practices

PSYCHOMOTOR DOMAIN

Perception	Set	Guided Response
feel	indicate	copy
hear	prepare	follow
listen	respond	practice
observe		try
see		
smell		
touch		

Mechanism	Overt Response
accomplishes	acts
operates	controls
performs	performs
uses	

THE ANNUAL PROGRAM PLAN

The program plan is essential in the development and operation of a home economics program. In many states, including Texas, a program plan is a required part of the annual record and reports. While the program plan may include data regarding number, name, and size of classes and daily teacher schedules, the major portion contains plans for meeting the needs and interests of the persons involved in home economics educational experiences. The Texas plan requires the following data: teacher names, number of Student Occupational Activities supervised, number of parent/student contacts made, and annual goals. The major portion of the annual plan is a section on annual goals.

The annual goals, or objectives, provide important guides for the year's work. They function to interpret the program to school and community, to guide curriculum development, to direct budgeting, to suggest organization of activities, to form a basis for evaluation, and to guide the teacher in all phases of the work. Each year, forms provided by the Texas Education Agency provide information for the annual program priorities.

Effective overall objectives, or goals, are made only after careful study of the community, the school, and the students. The local Advisory Council may make significant contributions toward the development of comprehensive goals. The home economics teacher should give special consideration to including the students and the principal in the development of overall objectives. The Essential Elements, state curriculum guides, Texas Education Agency program standards, and reporting forms offer the necessary information for development of the annual plan.

Objectives, or goals, should reflect concern for the curriculum, for student organizations, for physical facilities, for relations with the total school, for the summer program, and for interpretation of the home economics program to school and community. The following statements illustrate the type of objectives, or goals, which may be used in setting objectives to be reported in the Annual Plan in a year when the priorities are related to 1) use of Advisory Councils, 2) academic skills, 3) updating programs, 4) emerging concerns, 5) effects of family life on job performance, and 6) eliminating sex bias.

1. Use the Advisory Council to interpret the home economics program to the local community.
2. Increase assignments and classroom activities requiring reading, writing, and mathematics in order to reinforce basic academic skills.
3. Survey student interest levels to determine which technical courses to offer next year.
4. Obtain new teaching aids for emphasizing the problems associated with teen parenting.
5. Plan FHA/HERO programs to emphasize the effects of family life on job performance.
6. Redecorate the home economics department to make the environment more appealing to males as well as females.

At the end of the year, the Annual Plan is completed by citing ways in which the goals were reached. For example, teachers might cite the following to document ways in which the first objective above was

reached:

Two Advisory Council meetings were held in which public relations strategies were planned. Newspaper articles featuring home economics education at Somewhere High School were featured in the local paper following the meetings.

The completed Annual Plan is filed with the appropriate administrator.

SCOPE AND SEQUENCE (BLOCK)

After a teacher, or group of teachers, has developed overall objectives, or goals, for the year, an instructional calendar is made. Such a calendar is called a Scope and Sequence Chart, or a Block. This calendar shows units of instruction to be taught, the time allotted for each, and the relationship in time to other units to be taught. Examples of yearly scope and sequence charts may be seen in figure 2.4 and figure 2.5. The Scope and Sequence of Units is developed with attention given to the Essential Elements and to the time recommendations provided by the home economics division of the Texas Education Agency. State regulations guide the grouping of the units within the Comprehensive Home Economics course and the length of each unit. Within the state recommendations there is some flexibility provided. Flexible time can accommodate local needs and interests as well as special requirements of a local school district. If the local school district has no requirements for this flexible time, the teacher may choose to lengthen a particular unit or to add a mini-unit of student interest. The following division of units is recommended for the Comprehensive Home Economics Course:

Semester One		Semester Two	
Foods and Nutrition	35 days	Clothing and Textiles	32 days
Management	18 days	Family Living	25 days
Family Health	12 days	Child Development	15 days
Consumer Education	17 days	Housing	10 days
Flexible Time	8 days	Flexible Time	8 days

UNITS OF INSTRUCTION

Teachers develop an instructional unit for each major topic to be taught. An instructional unit is a plan for instruction for a specific body of knowledge. Subject matter is divided into units for teaching. The number of units per course is determined by natural divisions in the subject matter. For the home economics teacher, the units have already been determined and are outlined in the state curriculum materials. For example, the technical course in Apparel is divided into the following units:

- Individual and Family Apparel Decisions
- Apparel Management
- Fabric Selection
- Apparel Construction
- The Apparel Industry

The basis for the development of home economics units of instruction are the state curriculum guides. The curriculum guides may be used as resource units because objectives, learning experiences, evaluation procedures, and resources have been identified for each body of knowledge to be provided at the secondary level. However, in order to be useful to the individual teacher at the local level, the curriculum guides must be used as a resource to develop local units of instruction. A unit of instruction should include the following elements:

1. Title page including:
   - Unit Title
   - Length of Unit
   - Class
   - Teacher's name
2. Unit Objectives and/or Essential Elements
3. Unit Scope and Sequence (Block) (See figure 2.6 and figure 2.7.)
4. Lesson Plans
5. Unique materials developed for use in the unit
6. Evaluation devices

Yearly Scope and Sequence Chart
(Block)

Week No. and Date	Class CHE	Class CHE	Clo./Family	Fds./ Consumer	Fds./ Consumer
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
31					
32					
33					
34					
35					
36					

Figure 2.4

Yearly Scope and Sequence Chart
(Block)

Week No. and Date	Class CHE	Class CHE	Clo./Family	Fds./ Consumer	Fds./ Consumer
1	Introduction				
2	Food & Nut.				
3	↓				
4	↓				
5	↓				
6	↓				
7	↓				
8	↓				
9	Management				
10	↓				
11	↓				
12	Health				
13	↓				
14	Consumer				
15	↓				
16	↓				
17	↓				
18	Flexible				
19	Clothing				
20	↓				
21	↓				
22	↓				
23	↓				
24	↓				
25	↓				
26	Family				
27	↓				
28	↓				
29	↓				
30	↓				
31	Child				
32	↓				
33	↓				
34	Housing				
35	↓				
36	Flexible				

Figure 2.5

Unit Block

Class _____ Unit _____

Date _____ Teacher _____

	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Figure 2.6

Unit Block

Class _____ **Unit** Family Living

Date _____ **Teacher** _____

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Introduction Dev. Tasks	Personal Characteristics	Personal Development	Personal Goal Setting	Student Occ. Activities
2	Mental Health	Conflicts & Frustration	Friends	Dates	Guidelines
3	Role in Community	Relating to Children	Older Adults	Family Styles	Family Roles
4	Family Responsibility	Life Cycle	Family Panel Discussion	Careers	Stud. Occ. Act. Reports/Test
5					
6					
7					
8					
9					
10					

Figure 2.7

LESSON PLANNING

After the teacher has clearly in mind the overall objectives for the year's program and has developed unit plans as guides, he or she is ready to prepare daily lesson plans. The daily lesson plan is important to all teachers. Many schools require that teachers prepare and file a week's worth of lesson plans before leaving the school building each Friday. Such a requirement not only aids the teacher in disciplining himself or herself to plan, but it also provides plans for substitutes in the event a teacher is absent.

While various forms may be used for the lesson plan, certain elements are present in all effective plans. Each plan should include the following:

- Class name and level
- Lesson topic
- Lesson objectives
- Learning activities
- Evaluation procedures
- Resources

Figure 2.8 shows a lesson plan form recommended for use by teachers who are committed to teaching with the use of the lesson cycle. Figure 2.9 shows an example of a completed lesson plan. The lesson cycle discussed in this text is the one taught by the Texas Education Agency staff members who conduct classes in Effective Teaching Practices, and it is based on the teachings of Madeline Hunter.

The Lesson Cycle

The lesson cycle includes the following elements:

1. **Focus**
   Focus is an activity used at the beginning of the lesson to get students' attention, explain the lesson objective, and explain how the lesson will benefit the student. Focus is very brief — usually less than three minutes. Focus may include relating the lesson to previous learnings. The three parts of focus are as follows:
   - Getting attention
   - Creating interest in the topic for the class
   - Explaining the objective and purpose
2. **Explanation and Modeling**
   Explanation is the presentation of new material. Modeling is the use of visual aids and examples of a process or product.
3. **Check for Knowledge and Comprehension**
   Checking for knowledge and comprehension is questioning by the teacher to determine if students have understood the presentation.
4. **Guided Practice**
   Guided practice is student practice with the new material, directed and monitored by the teacher.
5. **Check for Mastery**
   Checking for mastery is a method used to check students' ability to use the new learnings. A check to determine if a student may move to independent practice.
6. **Independent Practice**
   Independent practice is student practice without teacher supervision, often homework.
7. **Enrichment**
   This optional lesson element may be more practice, more challenging seat work or homework, a special project, assignment of research and reports, relating learning to larger more complex content, or permitting learners to tutor slower learners.
8. **Reteach**
   Reteach is a second (or third) presentation of the lesson topic by a different method and with different modeling to affect learning. The topic should be retaught at least once to students who do not score seventy or higher on evaluation.
9. **Closure**
   Closure includes activities which summarize the lesson. Closure must be academic, i.e., related to the lesson concept. Closure must also involve students.

Figure 2.10 shows a flow chart of the lesson cycle.

Daily Lesson Plan

Class _____ **Unit** _____

Lesson Title _____

Essential Elements (#s) _____

Objectives: The student will:

Instructional Activities
Focus:

Explanation and Modeling:

Check for Understanding:

Guided Practice:

Check for Mastery:

Closure:

Reteach Strategies **Independent Practice** **Resources**

Figure 2.8

Daily Lesson Plan

Class Comprehensive Home Economics **Unit** Foods/Nutrition

Lesson Title Sanitation

Essential Elements (#s) 16, 21, 40

Objectives: The student will:

1. Demonstrate correct hand washing procedure.
2. List ways to promote sanitation in the kitchen.
3. Evaluate a kitchen for cleanliness.

Instructional Activities

Focus: Role play unsanitary use of a mixing spoon.

Explanation and Modeling: 1. Show filmstrip: "Food Safety & Sanitation"
2. Discuss the filmstrip

Check for Understanding: Random Questioning

Guided Practice: See a demonstration on dishwashing.
Divide into groups and solve a case study on sanitation.
Report to class.

Check for Mastery: Have every person list ten ways to practice sanitation in the kitchen.

Closure: Round Robin

Reteach Strategies	Independent Practice	Resources
Brochure on Sanitation	Ask each student to wash dishes in the home once this week	Filmstrip Dishwashing Set up Brochures

Figure 2.9

The Lesson Cycle

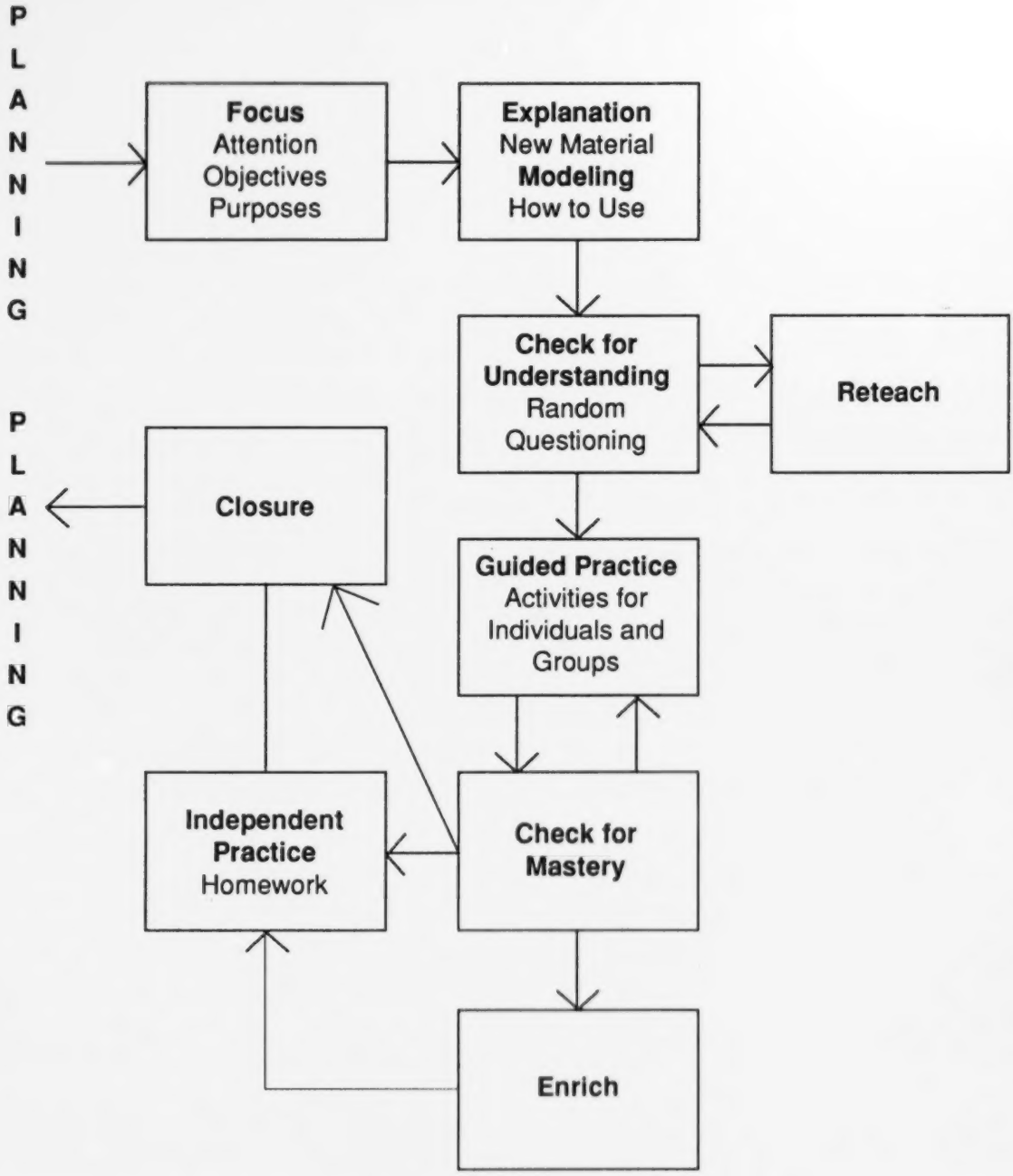


Figure 2.10

Focus

Other terms which may be used for focus are *set* and *introduction.* Focus is whatever the teacher does to get the attention of the students at the beginning of a lesson and focus that attention on the lesson topic. Three elements are important to establish set or to focus a lesson. The first element is the teacher and her or his appearance, the second is the teacher and his or her attitude, and the third is the planned activity.

All people respond more favorably to persons who are neatly groomed and attractive than to those who are not. That is true of responses to teachers as well as to anyone else. The teacher's appearance should project an image of maturity, professionalism, and attractiveness. That image is best achieved with careful daily attention to all areas of grooming. Hair, especially for the home economics teacher, should be cut by a professional stylist and kept in a current fashion. Needless to say, hair demands regular care. Generally speaking, the use of make-up in moderate amounts adds a look of maturity to the female teacher. Young women accustomed to projecting the "no make-up" look of a university student may wish to add some make-up to appear more mature. Care should be taken to wear clothing that is appropriate for school, fits the body well, and reflects current fashion.

In addition to the teacher's appearance, the attitude projected is extremely important. The teacher's attitude is often reflected by the students. The teacher's standing at the classroom door as the class enters has many advantages. Included among them is an opportunity to speak, nod, or smile at each student individually. That is a way of conveying to each student that the teacher views him or her as an individual apart from the class, and, in fact, values him or her as an individual. The teacher who projects interest and enthusiasm for the lesson and for school in general can easily focus a specific topic with success.

Activities and items which may be used to focus a lesson may be categorized in the following groups:

- Teacher statements or questions
- Real objects
- Case studies
- Analogies
- Quotations (usually written on the chalkboard)
- Posters or bulletin boards
- Word activities
- Cartoons
- Pictures

Generally the introduction of a lesson should take no more than one to three minutes, but it is well worth the effort in planning and preparation to have as many students as possible interested in the lesson before the body of instruction begins. All lesson plans should include the focus procedure.

Focus does not just involve getting the attention of the students and directing it to the lesson topic. It also involves making a statement of the lesson objectives, and explaining to students how the lesson will benefit them. Focus involves explaining lesson objective and purpose as well as getting students' attention. For example, a teacher might say, "Our objective for today is to examine the stages in the life cycle so that you may enter each stage of life with success and happiness." Examples of the focus portion of the lesson cycle are as follows:

1. Lesson: Recycling Garments
   Set up a display of tools used for recycling garments. Allow students to examine the display as they enter the room. O/P (Summarize the Objectives and Purposes of the lesson.)
2. Lesson: Careers
   Dress as a fortune teller, crystal ball in hand, and take an imaginary look into the students' futures. O/P.
3. Lesson: Introduction to Clothing Construction
   Show two blouses, one teacher-made and one purchased. Ask students to point out differences. O/P
4. Lesson: Buying Practices
   Burn a pile of fake money. Ask, "Do you have money to burn?" O/P
5. Lesson: Advertising
   Read the following poem: "He who has a thing to sell and goes and whispers in a well is not so apt to get the dollars as he who climbs a tree and hollers." Discuss. O/P

Explanation and Modeling

Explanation is the phase of the lesson cycle in which the teacher presents new material. New facts, or concepts, may be presented in several ways. Usually new material is presented through the use of one of the following strategies:

- Lecture
- Reading
- Demonstration
- Question/Answer
- Filmed Material

Each of these strategies has variations. For example, the lecture may take the form of a presentation by a guest speaker or a panel of speakers. Filmed material might be slides, videos, 16mm, etc.

Modeling is illustrating the concept being explained. Research is conclusive regarding the need for modeling during explanation. Studies have shown that considerably more learning takes place if illustrations accompany explanations. An example of modeling is an arithmetic teacher's working a problem in long division on the chalkboard as she or he explains the process of dividing numbers. Home economics teachers model concepts in multiple ways. The following are probably the most frequently used methods:

- Writing or drawing symbols on the chalkboard, flip charts, or transparencies
- Showing pictures on bulletin boards, posters, etc.
- Demonstrating procedures
- Exhibiting objects and materials

Specific examples of explanation and modeling are as follows:

1. Lesson: The Dietary Guidelines
   Show a film. (Always prepare students for a learning experience. In the case of a film, introduce the concept and prepare students to listen for certain points.)
2. Lesson: Zipper Application
   Give a demonstration lecture.
3. Lesson: Money Management
   Ask students to read a section of the textbook. (Again, prepare for the reading experience.)
4. Lesson: Caring for the Aged
   Hold a question and answer session about concerns of older people in students' families.
5. Lesson: Prenatal Care
   Present a lecture illustrated with flip chart illustrations and guides for note taking.

Checking for Knowledge and Comprehension

After explanation and modeling, the teacher may wish to determine if students have understood the presentation of new material. This phase of the lesson cycle is checking for knowledge and comprehension. Generally, a teacher checks for understanding with questions and answers. If the teacher determines, after random questioning, that a majority of the students did not comprehend the material, reteach may be employed. If, on the other hand, a majority of the students exhibit an understanding of the material, the lesson progresses to the next phase. Examples of checking for knowledge and comprehension are as follows:

1. Lesson: Prenatal Care
   Ask the following question: "Who can tell me three important dietary guidelines for an expectant mother?"
2. Lesson: Zipper Application
   Write the first three steps in applying a zipper.
3. Lesson: Dietary Guidelines
   Say the following: "Will everyone who can name at least four dietary guidelines give me the thumbs-up sign."
4. Lesson: Furniture Arrangement
   Say, "Please hold up as many fingers as you need to represent the number of guides you can remember for furniture arrangement."
5. Lesson: Credit
   Ask all students who think the use of credit is wise when a couple wishes to buy a major item like a washer to move to one side of the room and be prepared to explain their decision. Ask those who think credit is unwise to move to the other side of the room and also be prepared to defend their decision.

Reteach

Reteach is a second explanation of a concept made when questioning reveals that a majority of the students lack understanding of the concept. Usually reteach takes the form of a second explanation using a different modeling device. For example, if a teacher has explained the Basic Five Food Groups, illustrating them with names of foods written on the chalkboard, and students show lack of comprehension, the teacher may reexplain using food models for illustrations. Other methods of reteach may be asking students to read selected pages from a different textbook, to watch filmed audio presentations, or to read teacher-made materials. Peer tutoring has proven to be extremely successfully when reteach is indicated. Additional examples of reteach are as follows:

1. Lesson: Care of Young Children
   Teacher provides additional reading material regarding how children learn.
2. Lesson: Vegetable Cookery
   Teacher gives individual demonstration of steaming procedures.
3. Lesson: Zipper Application
   Teacher directs student to a single concept film showing application of zippers.
4. Lesson: Stages in the Family Life Cycle
   Teacher asks a student who has achieved mastery to explain the cycles to a student who lacks understanding.
5. Lesson: Function of Housing
   Teacher repeats lecture adding additional explanations and illustrating with pictures instead of chalkboard.

Guided Practice

Guided practice is student activity which is related to the lesson and which is supervised by the teacher. In a math class, after a teacher has explained and demonstrated a mathematical procedure, students work problems requiring the procedure. The teacher is available for supervision as the students work. In home economics classes, guided practice most often takes the form of laboratory experiences such as food preparation, clothing construction, etc. However, guided practice might be paper work such as drawing furniture arrangements, planning family budgets, writing directions for child care, and many others. Examples of guided practice are as follows:

1. Lesson: Applying Machine-stitched Hems
   Students stitch hems in garments with teacher supervision.
2. Lesson: Family Money Management
   Students plan budgets for families described in case studies. Teacher supervises work.
3. Lesson: Vegetable Cookery
   Students prepare vegetable dishes in laboratory; teacher supervises.
4. Lesson: Function of Housing
   With teacher supervision, students complete work sheets on functions of housing.
5. Lesson: Care of Young Children
   Students work in groups to plan a learning experience for kindergarten students. Teacher supervises planning.

Checking for Mastery and Independent Practice

Checking for mastery usually takes the form of teacher observation during guided practice. When the teacher is confident that the student has mastered a concept, independent practice may be assigned. Independent practice is student work without teacher supervision. Often independent practice takes the form of homework. Assignments to be completed at home should only be assigned after the teacher is confident that the student can complete the work without teacher assistance.

Closure

Other phrases used to refer to closure are summarizing the lesson and drawing generalizations. Emphasizing major points from the lesson in a summarizing fashion is extremely important to learning. Learning is transferred, i. e. used outside the classroom, to the degree that generalizations are made and applied. Therefore, summarizing at the conclusion of any learning experience is critical to the student's ability to use information and skills in daily living. Effective closure involves students in drawing conclusions and making summaries.

Supervisors of student teachers have observed that closure, or drawing conclusions after learning experiences, is a frequent omission of student teachers. Similarly, the number one category in the Texas Teacher Appraisal System on which teachers are most often denied credit is closure. Therefore, the person seeking success in teaching may want to make a special effort to include this important element of the lesson cycle in each lesson taught. Time is a factor in effective closure. The careful teacher will need to be aware in order to guide the lesson to closure at an appropriate time.

There are several methods of achieving closure. Some popular methods are as follows:

- List major points on the chalkboard with students suggesting each point to write.
- Write major points on a transparency to project for the class.
- Use question and answer to elicit major points from students.
- Ask students to write important ideas from the lesson.
- Utilize an object used in focus to capture attention again for closure.
- Use the circular response method to allow each student to contribute an idea or fact from the lesson.
- Ask each student to turn to his or her partner and share an important idea from the lesson.
- Ask students to write an important idea on a card and pin it to the bulletin board.

Additional examples of effective closure are as follows:

1. Lesson: Line in Dress
   Randomly ask individuals to stand and tell what kind of line is illustrated in the garment being worn today.
2. Lesson: Communication in Families
   Ask students to write three things they have learned today which will improve communication in their families.
3. Lesson: Eating for Wellness
   Use a flip chart to list recommended ways for Americans to eat for wellness.
4. Lesson: Buying Practices
   Using the circular response technique, ask each student to give one method she or he will practice to use money wisely when shopping.
5. Lesson: Careers in Clothing
   Have student draw folded slips of paper from a box and describe the career named on the paper.

Enrichment

An optional step in the lesson cycle is enrichment. A teacher may choose to provide an activity for enrichment for the entire class or for selected students. Mastery level and speed of mastery may determine whether enrichment is provided. An example of enrichment for the home economics class may be an FHA/HERO program on the class topic. The Student Occupational Activity provides excellent opportunities for enrichment. Examples of enrichment activities are as follows:

1. Lesson: Stages in the Family Life Cycle
   Invite a panel of adults in all stages of the cycle as a culminating experience for the concept.
2. Lesson: Aging
   Plan an FHA/HERO service project for a local nursing home.
3. Lesson: Clothing Construction
   Allow students to cut out an additional garment at school and sew it at home.
4. Lesson: Clothing Repair
   Organize the class to repair garments for a local children's shelter.
5. Lesson: Personal Priorities
   Encourage individual students to set higher goals — perhaps run for a regional FHA/HERO office.

Notes on Lesson Planning

1. The lesson topic should clearly state the topic for the day.
2. Verbs used in behavioral objectives need to be measurable and/or observable.
3. Check to be assured that all objectives are obtainable via the planned learning experiences.
4. Check to be sure that all the planned learning experiences are needed in order to reach the stated objectives.
5. Use a minimum of three different types of learning experiences in a one hour period in order to keep interest and attention levels high.

6. Estimate the time required for each learning experience in order to determine whether or not the planned activities will fill the time period allotted for the lesson.
7. Be prepared to fill any extra time available at the end of the lesson with meaningful learning experiences. (See *Sponge Activities* elsewhere in this chapter.)
8. When films or textbooks are planned, write the name and/or source in the lesson plan.
9. Show preparation and follow-up for each learning experience.
10. Determine if students have some ideas or information about a topic before you plan to hold a discussion or listing experience on the topic. Often an information gathering activity must be planned to precede class discussions, etc.
11. Many students do not readily respond to role playing. When using role play, plan to prepare students to use the technique by staging the first experience.
12. Be specific in stating what learning experiences will be used in the lesson.
13. Supervisors may wish to ask student teachers to submit copies of lesson plans prior to assuming teaching assignments.

TEACHING STRATEGIES

Teaching strategies are those activities which teachers direct during a class period in order to cause learning to take place. Other terms used to refer to teaching strategies are teaching techniques, teaching methods, learning activities, learning experiences, classroom experiences, and perhaps others. Teaching strategies may be grouped in a variety of ways. The following is a list of major teaching strategies used in classroom settings. Strategies are also shown grouped by the phase of the lesson cycle in which they are most commonly utilized.

Brainstorming
Bulletin Board
Case Study
Chalkboard
Circular Response
Computers
Demonstration
Discussion
Exhibits
Field Trip
Films, Filmstrips, Slides
Games
Group Work
Guest Speaker
Independent Study
Interviewing
Laboratory
Lecture
Observation
Panel
Pictures
Posters, Flip Charts
Question and Answer
Reading
Reporting
Role Play
Skits
Transparencies
Work Sheets
Writing

Strategies Grouped According to Lesson Cycle Elements

Focus Strategies
Question and Answer
Exhibits
Chalkboard
Bulletin Board
Posters, Flip Charts
Pictures
Transparencies

Guided Practice
Work sheets
Laboratory
Group Work
Discussion
Field Trip
Role Play, Skits
Games

Explanation
Lecture
Reading
Films, Filmstrips, Slides
Question and Answer
Guest Speaker
Demonstration
Panel

Reteach
Lecture
Reading
Films, Filmstrips, Slides
Demonstration

Modeling
Demonstration
Chalkboard
Transparencies
Posters, Flip Charts
Bulletin Board
Exhibits

Closure
Circular Response
Chalkboard
Pictures
Question and Answers
Writing
Transparencies

Teaching Strategies, Guidelines for Use

Lecture
Purpose:
Give information concentrated in a short time frame. Present facts and explain issues.
Guidelines:

1. Organize information into an introduction, key points, explanation of each point, and a summary. Some authorities have said, "Tell the class what you are going to tell them, tell them, and finally tell them what you have told them."
2. Illustrate with some form of visual aid: real objects, chalkboard, flip chart, transparencies, pictures, slides, or posters. (When magazine pictures are used they must be mounted on firm material. Pictures from magazines are usually too small to be effective with large groups. If such pictures are to be used, they may be shown with an opaque projector or via slides which may be made with ease.)
3. Refer to visuals, but never read them verbatim as a part of the lecture.
4. Prepare students by giving purposes, defining terms, etc. Help students to anticipate information you will provide.
5. Personalize the lecture with statements such as, "I have found...," or "you may feel...," etc.
6. Involve students with either note taking or questioning. Students may need help in note taking. Helps for note taking may be an outline on the chalkboard, on transparencies, or on a teacher handout, or an outline to be marked as the lecture progresses.
7. Have a follow-up activity such as a question and answer session, problem-solving, or group work.
8. Never read a lecture to students.
9. Limit lectures to no more than twenty minutes.
10. Show enthusiasm for the topic

Discussion
Purpose:
Share ideas; examine issues.
Guidelines:

1. The physical room arrangement strongly affects the success of the discussion. If possible, students should be seated in a circle or a semi-circle with no physical barriers separating them. Physical barriers such as desks or tables retard communication.
2. Group size is important to successful discussion. Between twelve and twenty people participating in the discussion is generally considered most desirable.
3. A clearly defined purpose for the discussion is needed. Otherwise, a loosely constructed talk session will result.
4. Participants need a basis for input. Unless the purpose is to elicit personal opinions, some provision should be made for students to have ideas or information to share with the group. Textbook reading, films, newspaper articles, and other information sources may be reviewed prior to a discussion. Sometimes an assignment to conduct interviews gives students excellent materials for effective discussions.
5. The leader's behavior is important. Mutual trust between leader and participants is critical. The leader's showing appreciation for an individual's comments is vital. Appreciation may be expressed through direct eye contact, smiles, the open hand, body posture, and verbal communication. Such body language encourages individuals to contribute without the leader interjecting verbal comments. Leaders should avoid monopolizing the discussion. Wait time is important between leader questions and participant answers.
6. Major points need summarizing at the end of the discussion. The chalkboard or overhead projector may be used for writing generalizations drawn from the discussion. Such a summary allows students to see and hear the major ideas that were drawn from the group.

Reading
Purpose:
Provide facts and explanations.
Guidelines:
1. Prepare students for reading activity. Explain terms. Identify questions to be answered through the reading assignment. Point out key ideas to read for in the assignment. Be sure students know the purpose of the reading assignment.
2. To help students understand the purpose for reading, questions may be formulated and written on the chalkboard. Such questions may come from discussions with students, from teacher-made lists, or from textbook topics turned into questions.
3. Help students read for information, not for pages.
4. Some training may be necessary for specific types of reading assignments. Guided practice can set the stage for effective reading.
5. Students may need to survey a chapter to see its outline of information. They may be taught to read for key ideas and for certain words rather than for line-by-line. When students find answers, they may stop and recite the answers in their own words, or they may choose to write the main ideas.
6. Always have a follow-up of the reading activity.
7. Never make the following assignment: "Read the chapter and answer the questions at the end."
8. Many teachers use the SQ3R method of reading. That method involves five steps:
   - Survey the material to be read.
   - Develop questions to be answered.
   - Read.
   - Recite answers to questions posed.
   - Review answers obtained from the reading experience.

Exhibits
Purpose:
Show actual items; add relevance.
Guidelines:
1. Determine the purpose of the exhibit; plan around a single theme.
2. Make a caption for the exhibit, but use few words.
3. Locate the exhibit in an accessible place; plan ways in which students may be involved other than just looking at items. Including items to see, touch, listen to, smell, taste, and read make an exhibit most useful.
4. When assembling items, use real objects when possible.
5. Provide handouts to extend learning.
6. Have a follow-up activity.
7. Arrange items, colors, and lettering in an artistic, uncluttered manner so that the exhibit is pleasing to the eye.

Group Work
Purpose:
Promote involvement.
Guidelines:
1. Divide the class into small groups by varied and creative methods. Divisions may be made by numbering off, by eye color, by birth date, by puzzle pieces drawn from a bag, etc.
2. Small groups generally should not exceed eight people and usually even fewer are better for effective work.
3. Be specific about the task to be completed by the group.
4. Appoint a leader, or ask the group to elect one.
5. Appoint a record, or ask for a volunteer.
6. Set a time limit.
7. Train the class in group work. Impress them with the value of total participation and time-on-task.
8. The rules of group work are as follows:
   - There must be a clearly defined task.
   - All participants must know the purpose and task.
   - There must be a leader.
   - Everyone must participate.

- Everyone must stay on the topic.
- There must be a time limit for the work.
- There must be a product.

Be sure all students understand the rules of group work before beginning group experiences.

Games

Purpose:
Create interest; reinforce learning.
Guidelines:

1. Determine that a game is the most effective strategy for reaching the lesson objective. Select a type which is appropriate for students, objectives, and time available. General types of games are paper/pencil, board, and active.
2. In selecting the specific game to use, consider the amount of time required and the level of difficulty in relation to student abilities.
3. Select a game which requires knowledge as well as luck to win.
4. Avoid games which eliminate the player who makes an error.
5. Keep competition friendly.
6. Include a follow-up to a game. Avoid assigning a crossword puzzle which is never collected for grading.
7. Games should require high level cognitive behaviors, foster good student relationships, and aid in skill development.

Demonstration

Purpose:
Show specific procedures.
Guidelines:

1. Plan the procedure to be demonstrated. Assemble materials for each phase. Always practice the demonstration before presenting it to a group.
2. Determine what procedures may be completed prior to the presentation and complete them ahead of time. For example, measure ingredients, cut pattern pieces, etc.
3. Use equipment that allows the audience to see the total process.
4. Display a finished product in an attractive manner; invite questions.
5. Play for class participation when possible. Examples of participation opportunities include providing handouts of directions for students to follow as they watch, assigning tasks for individuals to perform as an aid to the demonstrator, and allowing tasting of finished food products.
6. Speak as the demonstration progresses; avoid stopping the demonstration to talk to participants.
7. Keep the work area neat and orderly. Work in full view of the class. Dress and groom yourself appropriately for a demonstration.

Brainstorming

Purpose:
Obtain many ideas.
Guidelines:

1. Use brainstorming to promote imagination, creativity, and participation. Select a specific topic for brainstorming. Students should have some background on the topic as a basis for participation.
2. When brainstorming begins, accept all ideas; place no value judgment on any idea.
3. Record all ideas. Do not discuss ideas (criticism is not allowed).
4. Keep the brainstorming session short. Stop before ideas lag.

Questioning

Purpose:
Promote thinking.
Guidelines:

1. Use questions to promote thinking and to check for understanding.
2. Ask the question first, wait for the class to think of answers, then call on a specific individual for the answer. An exception to this rule is to call the name of an inattentive student before posing the question if the question is to be used in an attempt to return the student to task.
3. Do not press a student if he or she cannot think of an answer.

4. Ask questions in a pleasant, easy, informal manner.
5. Be alert to giving all students opportunities to answer. Avoid knowledge bias, seating bias, sex bias, and racial bias in calling on students to answer.
6. Redirect a question which is not readily answered.
7. Avoid interrupting a student's answer. Avoid answering your own question.
8. Avoid repeating student responses.
9. Formulate questions for progressive levels of thinking.
   - Recall: "What are the parts of the Basic Five?"
   - Comprehension: "How may the Basic Five be used?"
   - Analysis: "How do foods in the first four groups differ from those in group five?"
   - Evaluation: "Are the requirements of the Basic Five met in the illustrated menu?"

Panels
Purpose:
Hear various opinions on one topic.
Guidelines:
1. Select panel members who have diverse information or ideas. Obtain approval of the guests as class speakers from the appropriate school official. In order to assure quality speakers, invite only people whom you have heard speak or who have received a favorable recommendation from a reliable person. Four to six people are generally considered an appropriate panel size.
2. As the teacher, serve as panel moderator. This practice provides for control of questions, time, and any problems which may arise.
3. Send a list of questions to each panel member before the event.
4. Panel members may wish to meet briefly to discuss the panel format.
5. Allow time for questions from the class. Provide for a follow-up activity after the panel members leave.

Role Play
Purpose:
Examine a variety of attitudes and actions.
Guidelines:
1. Train the class for role play if the technique is new. Ask selected students to be the first role players. Before the class meets, suggest to them how they might handle selected roles.
2. Select a problem that emphasizes typical roles, problems, and situations students face.
3. In the introduction, show the relevance of the problem to the class topic.
4. Allow role players to have a brief time to discuss possible responses to their assigned roles and situations.
5. Terminate the action at a high point.
6. Follow the drama with discussion. Discuss role interpretation and alternatives. Ask for ideas to improve the situation as presented.
7. Summarize by drawing generalizations from the situation.

Field Trip
Purpose:
Increase understanding of the world outside of home and school; enrichment.
Guidelines:
1. Evaluate a proposed field trip for its value as a strategy for reaching class objectives.
2. Visit the field trip site in advance. Obtain permission from appropriate people such as site owners, school administrators, and parents.
3. Arrange for safe and approved transportation.
4. Determine in advance whether you (the teacher) or the site manager will direct the learning experience.
5. Prepare students for the experience by giving them the purpose, expectations for participation, and guidelines for appropriate behavior.
6. Plan a follow-up activity.
7. Write a thank-you note to the appropriate person who made the trip possible.

Guest Speaker
Purpose:
Obtain information from practicing professionals.

Guidelines:
1. Follow school policy in making arrangements for a guest speaker.
2. Invite a person to speak to your class only after hearing him or her speak or after receiving a favorable recommendation from a reliable person.
3. Be sure the presentation will contribute to instructional objectives.
4. Invite the person at least two weeks before the presentation date.
5. Explain the characteristics of the class to the speaker. Clearly identify the topic to be presented. Make the purpose of the speech clear; set a time frame. Because adolescents seldom remain attentive to a speaker for an entire class period, recommend a time limit (usually about 20 minutes).
6. Confirm the appointment with the speaker just prior to the date of the presentation.
7. Appoint a student to act as host to the guest.
8. Prepare the students for the speaker.
9. Plan for an introduction and have a follow-up activity.

Interview
Purpose:
Broaden viewpoints through firsthand collection of information.
Guidelines:
1. Make the interview plan in class with the students. Have students write questions for the interview.
2. Role play an interview in class before students begin the experience.
3. Discuss results of interviews in class and draw generalizations from information collected.

Independent Study
Purpose:
Meet individual needs for acceleration and/or for handicapped students.
Guidelines:
1. The plan is crucial to the success of independent study. It should include specific, complete behavioral objectives, a plan for reaching objectives, reference sources, and a plan for evaluation.
2. The teacher's role is to guide the selection of the project, to provide guidance in reaching project goals, and to evaluate the project in cooperation with the student. Base evaluation of an individual project on objectives of the student not on comparison with other students.
3. The independent learner must have skills in using printed materials. However, taped materials may be substituted for the handicapped student.
4. The Student Occupational Activity is an example of independent study.

Films, Filmstrips, Slides
Purpose:
Present facts and ideas with a visual experience. Reach a large audience. Create interest.
Guidelines:
1. Complete advance preparation before class; i.e., practice using the equipment, preview the film. Have backup equipment (bulbs, etc.) available.
2. Prepare students for viewing. Explain the purpose of the film and adjust the lighting, sound, and seating for optimum viewing.
3. Explain new terms and help students anticipate specific information.
4. Plan for a specific follow-up activity such as a discussion, a work sheet, a test, or other technique to reinforce learning from filmed materials.

Chalkboard
Purpose:
Add visual experience to lecture. Provide a method of modeling.
Guidelines:
1. Write neatly and clearly on a clean chalkboard.
2. Avoid talking with your back to students while writing.
3. Write necessary information on the chalkboard before class when possible. Cover with newsprint any material which is best shown later in the class period.
4 When discussing chalkboard information, use a pointer to prevent blocking view of students.
5. Avoid a cluttered chalkboard. Erase material as it is no longer needed. Always erase at the end of class.
6. Colored chalk may be used to add interest and command attention.

Transparencies, Posters, Flip Charts
Purpose:
Provide visual experiences with medium which can be easily moved from room to room.
Guidelines:
1. Develop transparencies, posters, and flip charts in a style designed for optimum learning.
2. Use to show only key words and ideas in a lecture. Never try to print an entire lecture or report on a flip chart or transparency.
3. Use a maximum of eight to ten lines per transparency or page.
4. Place where all students can view the material with ease.
5. Use a variety of color in lines of written material.
6. Figures and drawings add interest.
7. Neat handwriting may hold interest longer than typed or printed words.
8. Never read verbatim from a transparency, poster, or flip chart.

Bulletin Boards
Purpose:
To inform, teach, create interest, and provide recognition.
Guidelines:
1. Keep up-to-date. A minimum bulletin board schedule is one for each new unit of instruction. Many teachers find it helpful to have one bulletin board space for information and another for instruction.
2. Focus each bulletin board on only one main idea. Make the theme obvious.
3. Use a variety of materials to maintain interest.
4. For efficiency in construction, maintain a supply of purchased letters and pictures.
5. Strive to achieve a 3-D effect for added interest.
6. Keep captions simple and short.
7. All elements should be clearly visible across the room.
8. Keep a file of bulletin board ideas.
9. Plan each bulletin board to meet criteria shown on the Scorecard for Evaluating Bulletin Boards found in the Appendix.

Circular Response
Purpose:
Involve all students.
Guidelines:
1. Pose a question, and beginning with one student, ask each student in turn to respond.
2. If a student cannot think of a response, allow her or him to pass.
3. Never skip a student.
4. Use for a variety of purposes including review, follow-up, and closure.

Skits
Purpose:
Emphasize certain information.
Guidelines:
1. Select a skit to make a specific point.
2. Allow student actors to rehearse before the class presentation.
3. Use minimum props.
4. Follow-up with analysis and with drawing generalizations.
5. Skits differ from role play in that the teacher may control the dialogue in a skit. In role play, the dialogue is extemporaneous.

Sponge Activities
Purpose:
Used to absorb extra time in learning such as when a lesson ends before the class period is over.
Guidelines:
1. Prepare learning experiences to fill extra time since high school students cannot be released before the period is over and valuable learning time is wasted if students are not directed in meaningful use of the time.

2. Prepare learning experiences in advance and be prepared to implement them. The following activities may be used with most lesson topics:
   - Ask students to write three of the most important ideas they remember from the day's lesson. Discuss the ideas.
   - Divide the class into groups and assign an issue related to the lesson to each group .
   - Distribute magazines and ask students to find pictures related to the lesson. Post the pictures on the bulletin board after students have explained the relationships.
   - Distribute textbooks and ask students to read for the next day's lesson. Explain the topic and pose appropriate questions before the reading begins.
   - Assign brief clean-up tasks to each person. Examples of tasks include the following: erase the chalkboard, wipe the mirrors, pick up pins, straighten shelves, water plants, change bulletin board, etc.
   - Divide the class into two groups and play a game based on the spelling bee concept. Use questions from the day's lesson.

Chapter 3
Evaluation

Evaluation is a process of assessing progress toward goals. Major purposes of student evaluation are as follows:

- To assign grades
- To assess progress toward learning objectives
- To place students
- To develop curriculum
- To interpret the program to the public

Certain principles of evaluation are commonly accepted by educators. The principles which are a part of successful evaluation programs are as follows:

1. Evaluation is based on objectives.
2. Evaluation involves a variety of appraisal techniques.
3. Evaluation is continuous.
4. Evaluation is planned with concern for the effect it will have on individual students.
5. Evaluation stimulates further learning.
6. Evaluation is fair.
7. Feedback occurs as soon as possible after the evaluation process is completed.

CHARACTERISTICS OF EVALUATION DEVICES AND/OR PROCESSES

1. Validity
   Validity is the extent to which a device measures what it is supposed to measure. Validity is dependent on the suitability of the device, the comprehensiveness of the device, and its discriminatory function.
2. Reliability
   Reliability is the extent to which a test gives the same results when it is repeated. That is, it is consistent and dependable. Reliability of a test may be ensured by making it as long as is feasible, scoring objectively, writing items with care, and administering it appropriately.
3. Objectivity
   Objectivity is a condition where the personality of the scorer does not affect the test scores. To obtain objectivity, grade all students' responses to a test question before moving to another question. Grade without identifying the writer of the paper.
4. Usability
   Usability is the usefulness of the test in a given circumstance.

SUGGESTIONS FOR DEVELOPING TESTS

1. Plan a test by reviewing unit objectives. Outline content included in the course during the time period to be tested.
2. Balance the test according to emphasis placed on specific concepts. Use a table of specifications to ensure appropriate numbers of items per concept. Figure 3.1 show an example table of specifications.
3. Test each lesson objective in proportion to its importance.
4. Use several test items for each lesson objective.
5. Make a complete heading to clearly identify the test.
6. Provide a space for the student's name.
7. Allow ample space for each question; do not crowd the test on the pages.
8. Use a duplicating process that makes neat, clear copies.
9. Use a variety of types of test questions. A standard rule of thumb is "use more than one type of question, but use no more than three types per test."
10. Group questions of the same type together.
11. Provide ample space for answers. For fill-in-the-blank, true/false, matching, and multiple choice questions, provide a space for the student response in a column on the left side of the page.

12. Construct the test as near to the testing time as possible to ensure that all material has been covered. Develop your own test. Do not use questions written by someone who has a vocabulary different from the one used in your class. Avoid using tests written by a commercial testing service.
13. If you use a test written during a previous semester, check it carefully to assure that test material was thoroughly covered during the present semester.
14. Avoid writing a test on the chalkboard.
15. Check a test to ensure that varying levels of learning are included. Avoid having all test items represent the lowest levels within the cognitive domain.
16. In each set of questions, move from easy questions to more difficult ones.
17. If a negative statement is made in a test item, underline the negative word. Example: (true/false questions) Apples are <u>not</u> citrus fruit.
18. Provide clear directions for a test. Explain the purpose of the test, the time available, bases for answers, procedure for marking, and the logic of guessing. Note credit given for each test item.
19. Allow time for all students to complete the test.

Table of Specifications

Content	Facts & Terms	Results of Procedures	Care, Repair Storage	Total Items
Laundry	3	5	8	16
Spot Removal	3	3	7	13
Garment Repair	3	3	5	11
Storage	5	2	3	10
Percent of Items	18	26	46	50

Figure 3.1

SUGGESTIONS FOR ADMINISTERING TESTS

1. Check the test for errors and for clarity before distributing it to students. Correct any errors. If it is not possible to correct errors before distribution, explain corrections to students then write them on the chalkboard.
2. Be sure every student has necessary supplies before testing begins.
3. Check to see that all students are comfortably seated.
4. Avoid interrupting the class for corrections or for announcements after the test is distributed.
5. Avoid giving individuals information which is not made available to the entire class.
6. Close the classroom door when testing begins. Do not talk or do distracting work while students work.
7. Plan some activity that is productive, interesting, and quiet for students who complete their test before others finish.

TYPES OF TEST QUESTIONS

Essay
Purpose:
Allow for expression, gather opinions, assess understandings.

Guidelines:
1. Be specific.
2. Determine required points before grading.

True/False
Purpose:
Test for facts.
Guidelines:
1. Use only when there is an unquestionable answer.
2. Use straightforward statements.
3. Consider modifications to prevent guessing.
4. Avoid in most cases.

Multiple Choice
Purpose:
Test for facts.
Guidelines:
1. Place major portion of question in stem.
2. Provide four optional answers.
3. Avoid giving clues to answers.
4. If "all of the above" is an option, use it as both correct and incorrect options.

Matching
Purpose:
Test for facts and relationships.
Guidelines:
1. Cluster items.
2. Restrict cluster to ten items.
3. Provide extra options.

Completion
Purpose:
Test for facts.
Guidelines:
1. Use only when answers are not debatable.

Ranking
Purpose:
Determine relationships.
Guidelines:
1. Use for a test of skills.

Short Answer
Purpose:
Check recall.
Guidelines:
1. Limit use.

SAMPLE TEST ITEMS

Well Constructed Items	Poorly Constructed Items
Essay Describe the difference between planned spending and impulse buying.	Discuss planned spending.
True/False Invitations with "RSVP" require a reply.	Always reply to invitations.

Well Constructed Items	Poorly Constructed Items
Multiple Choice Topics to avoid in conversation: a. ethnic jokes b. compliments c. politics d. newsmakers	Avoid a. talking politics b. telling dirty jokes c. talking religion
Matching Prevents night blindness — Vitamin A Builds tissues — Vitamin C Prevents goiter — Iodine Promotes healthy skin — Protein Vitamin K	Fats — Provide energy Carbo. — Build tissues Protein — Energies
Completion An institution that offers loans to members is a/an _____.	An _____ which gives loans to members.
Short Answer List five types of test questions.	What are some types of test questions?

ESSAY QUESTIONS ON VARIOUS LEVELS OF THE COGNITIVE DOMAIN

1. Explain the process of digestion.
2. Plan a low cost menu for an evening meal for an average family.
3. Analyze the attached house plan for its energy saving features.
4. Develop a paragraph promoting FHA/HERO to prospective members.
5. Evaluate the attached spending plan for an average teen.

NONTEST EVALUATION DEVICES

Performance Test
Purpose:
Test skills.
Guidelines:
1. Consider resources.

Checklists
Purpose:
Promote self-evaluation.
Guidelines:
1. Make items specific.
2. Provide space for student and teacher evaluation.

Rating Scale
Purpose:
Check standards.
Guidelines:
1. Use a five degree scale.

Sample Test

Date _____ Name _____

Home Economics
Foods and Nutrition Test #1

A. Select the best response to each item below. Place the letter of your choice in the space to the left of the item. (4 points each)

_____ 1. A balanced diet is best provided by eating
   a. a variety of foods.
   b. a diet prescribed by a physician.
   c. a diet representing many countries.
   d. whatever foods have personal appeal.

_____ 2. Recommended daily requirements for milk and milk products for all ages are
   a. 1 cup of milk.
   b. 3 cups of milk.
   c. 4 cups of milk.
   d. 8 ounces of cheddar cheese.

_____ 3. Recommended daily requirements for vegetables and fruits for all ages are
   a. 1 serving of each.
   b. 2 servings of fruit.
   c. 3 or more servings.
   d. 4 or more servings.

_____ 4. A nutritious low-calorie snack is
   a. potato chips and a coke.
   b. gatorade and cheese crackers.
   c. orange juice with veggies.
   d. chocolate cake and lemonade.

_____ 5. The following which is <u>not</u> a guideline for planning balanced meals is
   a. Include in each meal 1/3 of protein needed for the day.
   b. Plan one raw fruit or vegetable a day.
   c. Plan a heavy evening meal.
   d. Plan food from each food group daily.

B. Fill in the blanks in the left column with the <u>best</u> word to complete the sentence. (4 points each)

_____ 1. The study of how the body uses food.

_____ 2. Food is changed in the body by _____, absorption, and metabolism.

_____ 3. Various organs in the body secrete _____ which aid digestion.

_____ 4. Digested food is absorbed into the bloodstream through the wall of the _____.

_____ 5. Through the process of _____, foods we eat are chemically taken apart and built into new tissues.

C. Answer the following essay questions in the space provided. (10 points each)

1. Describe the process of digestion.

2. Explain the role of the National Dietary Goals in promoting a healthy society.

3. Evaluate the menu found on the chalkboard for its contribution to your daily dietary needs.

Chapter 4
Teaching Home Economics Content Areas

FOOD SCIENCE AND NUTRITION

The instruction which students receive in the "Food and Nutrition for Families and Individuals" unit in the Comprehensive Home Economics course, or in the Food Science and Nutrition technical course, may be the only formal education they will ever have in foods and nutrition. Therefore, it is extremely important for the teacher to give careful attention to the Essential Elements and to plan for basic learning experiences.

Instruction in nutrition should be a part of each experience planned for the course. Laboratory experiences may be used to build nutrition concepts as well as preparation and management skills. Nutrition should be interspersed throughout the course. The teacher should avoid separation of instruction for nutrition and instruction for food preparation. The two should be integrated. When instruction directs laboratory work, the end product should resemble a meal and not parts of a meal. For example, if the lesson relates to meat preparation, there should be accompaniments of vegetables, bread, beverages, and dairy products.

Students who enroll in a Food Science and Nutrition course are anxious to cook! Capitalize on that motivation. Plan a laboratory experience early in the first unit. There are many interesting experiences with foods which do not involve cooking. Be enthusiastic about those as well as experiences which involve cooking. Demonstrations, tasting events, and exhibits offer variety in experiences and are useful in developing concepts and reaching class objectives.

Priorities for necessary principles which must be taught should be set before laboratory experiences are planned. Each laboratory experience should be evaluated in terms of basic behavioral objectives which will be reached for each student who participates. Decisions about organization of students and activities can only be made after determining what objectives are to be considered. For example, if an objective in a salad unit is to "develop awareness of variety in salads," then each group may make a different salad, and the entire class can view and taste each salad in order to reach the objective. On the other hand, if the objective is to "develop skills in preparation of salad greens," each group must prepare a green salad. Similarly, if the objective is to "develop skills in making yeast breads," every student must be involved in the kneading process. This may mean over a period of several labs or through other instructional opportunities such as demonstration.

When organizing laboratory experiences, plan for each student to have some food preparation responsibility. To do that, some laboratory experiences may have to be planned for pairs of students rather than for family sized groups of four or five. Figure 4.1 shows a laboratory planning form.

In selecting food experiences, select those which build basic skills. For example, it would be a mistake to teach the preparation of a combination quick and yeast bread product (Angel Biscuits) before teaching quick breads. Figure 4.2 contains samples of laboratory experiences.

Demonstrations are very important in foods units. Generally, there should be a demonstration prior to each laboratory. A teacher demonstration with students assisting will greatly increase the development of the skill. The beginning teacher should always practice a demonstration before presenting it to a group. Students should be involved in demonstration experiences perhaps by reading their own copies of the recipe being demonstrated, by helping measure, or by doing other tasks which are a part of the demonstration. There should always be follow-up after a demonstration. Certainly the students should be allowed to taste the product.

Certain resources are recommended for all foods units. They include a Basic Five Food Guide (posted in the room), a large calorie chart, food containers of many types of foods (cans, bottles, boxes, jars, etc.) for use in exhibits and demonstrations, and food models.

Laboratory Plan

Lab Name _____ Period _____ Group Number _____

Hostess _____

I. Menu

II. Groceries Needed

III. Table Setting to be Used

IV. Recipes (name and source)

V. Individual Duties

Cook _____	Assistant Cook _____
1.	1.
2.	2.
3.	3.
4.	4.
Host/Hostess _____	Assistant Host/Hostess _____
1.	1.
2.	2.
3.	3.
4.	4.

Figure 4.1

Sample Laboratory Experiences
Comprehensive Home Economics

Laboratory Title	Menu	Teacher Demonstration
Breakfast Foods	Orange Juice Scrambled Eggs Bacon Toast Milk	Egg Cookery Bacon Breakfast Breads
Vegetables	Baked Beans Buttered Carrots Steamed Cabbage Scalloped Potatoes Cornbread	White Sauce Steaming Scalloping
Salads	Green Salad Congealed Salad Fruit Salad Bread Sticks Iced Tea	Care of Greens Gelatin
Quick Breads	Pancakes or Muffins Hot Chocolate	Quick Breads
Meats	Meat Patties Salad Quick Bread Hot Tea	Meat Cookery
Cakes	Butter Cakes Coffee	Conventional Mixing Method

Advanced Food Science and Nutrition

Family Meals	Ground Meat Casserole Green Salad French Bread Banana Pudding Iced Tea	Cream Fillings
Yeast Breads	Yeast Bread	Yeast Doughs
Pastry	Fruit Pies	Pastry Fruit Pies Cream Pies
Dinner	Baked Chicken Steamed Vegetables Rolls Choice of Pies Water/Coffee	Roasting Meats
Entertaining	Party foods	Foods for Receptions

Figure 4.2

The teacher with a limited budget must plan carefully to effectively use all resources. Figure 4.3 shows a form for ordering laboratory supplies. The following may be helpful when financial resources are limited:

- Assign development of exhibits using food models instead of having a laboratory experience. Many concepts can be developed well with exhibits, including well-balanced meals, color in meals etc.
- Use low cost food when possible. For example, use cabbage instead of lettuce, green beans instead of broccoli, meat patties instead of pork chops, etc.
- Substitute demonstrations, exhibits, and tasting events for some laboratories.
- Limit laboratory experiences to those which develop basic skills.
- Do careful planning for effective use of resources.
- Use complete laboratory experiences rather than focusing on only one type of food.

The organization of classes and concepts within a foods unit is important in order to reach essential objectives within the available time. Experienced teachers recommend limiting the amount of time used for planning a laboratory experience. Certainly an entire class period is not needed. Likewise, when pre-lab experiences are planned, they seldom require an entire class period. Although evaluation is a very important part of the laboratory experience, it may be conducted in less than a class period. Examples of ways in which these activities may be meshed are shown in figure 4.4.

Effective evaluation in foods classes is broader than checking for quality of products and for efficiency in work. Foods should be evaluated for contributions made to daily nutrient need and for method of preparation to retain nutrients. Figure 4.5 shows a form for evaluating a foods laboratory.

CLOTHING AND TEXTILES

Major concepts of the "Clothing and Textiles" unit in the Comprehensive Home Economics course are as follows:

- Consumer aspects of apparel
- Decision making for apparel
- Clothing construction or alteration
- Clothing care

Analysis of the unit as written in the *Comprehensive Home Economics* curriculum guide shows important considerations for the teacher planning the unit for a local class. The analysis shows that consumer aspects of clothing is the priority concept. That seems logical when one considers that all people must buy clothing although few will construct it for themselves or for their families. Therefore, wardrobe planning, decision making, and shopping skills are important essential elements in the curriculum. Clothing care is taught as an essential element and must be given top priority in the unit. Laundry laboratories are recommended. For the school with only one set of laundry equipment, the laboratory may be planned so that one group of students prepares clothing for laundering, another launders clothing, another group removes stains, another dries and folds, and another presses and irons. Groups may move from one clothing care center to another so that all students will have experiences in a clothing care laboratory.

There is also opportunity for students to develop construction skills. Students may either construct a garment or alter a garment. Time limitations will allow students to make only one garment. The authors recommend that all students make the same garment. When both males and females are in the same class, a garment such as unisex shorts or sweats may be chosen. The teacher may limit resistance to this common assignment by showing a garment paired with a variety of accessories to illustrate how one garment may look different. Different colors also lend variety.

Before construction begins, the teacher should show a completed garment constructed using the pattern to be used by the class. The garment should remain on display throughout the construction period for optimum learning. It, along with process samples, will provide visual aids to help students understand processes which the teacher will demonstrate for each of the construction steps.

Students who choose not to construct a garment, or who cannot obtain fabric for a garment, may alter or repair garments. Some teachers keep bags containing clothing carefully selected to illustrate common repair problems. Such a bag of garments may be repaired by a student in lieu of a construction project. The bag might contain a shirt that needs a hem, a pair of jeans with a broken zipper, a coat with a button missing, a

t-shirt with a hole needing repair, and other items that are in need of repair or alteration. Clothing items for such bags may be obtained from garage sales, the teacher's family, advisory council members, or perhaps garments left at school in the lost and found section. (These items may also be useful in teaching the laundry unit.)

The clothing unit is perhaps the most critical unit in home economics in providing an image that shows that home economic courses are for males as well as females. Some teachers continue to use teaching methods that discourage male students. Careful attention should be given to the clothing unit to plan it in such a way that lessons do not make the male student (or his parents) feel that his masculine image is damaged in any way. Likewise, the unit should be taught in such a way that male students see a need for the course and communicate its value to other students. The teacher will want to be especially sensitive to having an equal number of experiences directed toward males as toward females. For example, if a guest speaker is invited to the class to discuss hair care for women, a guest speaker should be invited to discuss hair care for men.

When students come to the class with very limited manipulative skills, a teacher may feel that a nongarment sewing project is needed to acquaint students with equipment and processes. Such a project might be a bath wrap, a tote bag, a throw pillow, or some other simple item. In any case, it should be something which can be completed in less than a week.

During construction, a progress bulletin board may be useful as a motivational device. Such a bulletin board has a theme that shows progress. The theme could be birds flying to the top of a tree, players running on a track, etc. Items, such as birds or runners, are placed on the bulletin board. Each student's name is placed on one item. Each day items are moved along the "track," or whatever is used, to indicate construction progress.

Teaching resources which have proven to be helpful for experienced teachers of clothing include the following:

- Samples of each construction process
- Color collars
- Supplies for grooming centers
- Clothing for use in laundry and stain removal demonstrations and laboratories
- Garments and other visual aids to teach line in apparel
- Equipment and products for demonstrations and exhibits

FAMILY/INDIVIDUAL HEALTH

The area of "Personal and Family Health" may be taught as a unit in the Comprehensive Home Economics course, or it may be offered as the technical course Family/Individual Health. Personal and Family Health is not meant to be a home nursing unit but rather an approach to contemporary health concerns of individuals and families. The unit in Comprehensive Home Economics has been added to home economics curriculum because health is a vital concern to family well-being. The primary focus is health of the family.

The intent of the planners of the course is to focus on maintaining wellness as opposed to treating illnesses. At the same time, new health concerns have surfaced. Today's teenager faces health problems with social implications. The number one problem among teenagers is alcohol use, while the number one cause of death is auto accidents. Most of these deaths occur when excessive speed and drinking while driving are combined. Tobacco and drug use also pose health problems. Sexual abuse and depression are further health concerns while suicide is the third cause of death among people from ten to twenty years of age.

In addition to identifying current health concerns of youth, home economics teachers must be aware of health concerns of the young family and of the older citizen. Major concerns of young families include health care costs, making wise health care decisions, and developing skills in self-help. Developmental tasks for the young family include implementing mental and physical health care practices. The older citizen is faced with the need to prevent boredom and loneliness which lead to poor mental health. Health costs and adequate nutrition are also health concerns of the elderly.

Market Order Form
Foods Laboratory
(For Teacher's Use)

Laboratory Lesson _____

Period _____ Date _____ Estimated Cost _____

Food Item	Group I	Group II	Group III	Group IV	On Hand	Buy

Cleaning Supplies

_____

_____

Paper Products

_____

_____

Figure 4.3

Learning Experiences — Unit on Vegetables and Vegetable Cookery

Monday's Lesson Topic: Vegetables
Learning Experiences:
1. Focus lesson with large colorful picture of a variety of vegetables. O/P
2. Present a brief lecture on vegetables modeling with the chalkboard.
3. Brainstorm ways vegetables may be prepared.
4. Assign reading for further information on vegetable use. Discuss.
5. Show a filmstrip on selection of vegetables. Discuss.
6. Use a circular response for closure.

Tuesday's Lesson Topic: Planning for Vegetable Cookery
Learning Experiences:
1. Review possible choices for laboratory.
2. Review a chart outlining time use.
3. Have groups complete the following tasks:
   a) plan menu, b) list duties, c) make market order, d) check equipment
4. Demonstrate the preparation of baked potatoes, steamed cabbage, and scalloped carrots.
5. Close lesson with tasting.

Wednesday's Lesson Topic: Pre-lab and Table Setting
Learning Experiences:
1. Direct groups to complete tasks listed below for a menu of baked beans, steamed cabbage, scalloped potatoes, carrot sticks, corn bread, and water.
   a. Mix ingredients for baked beans. Place in casserole.
   b. Make white sauce for scalloped potatoes.
   c. Slice potatoes, mix with sauce, place in casserole.
   d. Mix dry ingredients for bread.
2. Present a demonstration on table setting.
3. Direct each student in setting a table.

Thursday's Lesson Topic: Laboratory, Vegetables
Learning Experiences:
1. Direct laboratory experiences according to duties outlined:
   Cook: Bake beans, steam cabbage, check cabinets after clean-up.
   Assistant: Scallop potatoes, bake bread, dry dishes.
   Host: Obtain supplies, keep work area clean, prepare bread and butter, wash dishes.
   Hostess: Set table, prepare carrot sticks, assemble serving dishes, clear table.
2. Complete work within the following time frame.
   8:05 Prepare for lab. (Place beans and potatoes in oven thirty minutes before class.)
   8:10 Begin preparation.
   8:40 Eat.*
   8:50 Clean.
   9:00 Class dismissed.

Friday's Lesson Topic: Evaluation and Table Manners
Learning Experiences:
1. Direct students in completing evaluation work sheets.
2. Hold group discussion on strengths and weaknesses of lab work and products.
3. Short test on vegetables.
4. Filmstrip on table manners.
5. Closure.

* Before students begin to eat, all food should be displayed for observation and comment by all students in the class. Food may be evaluated for appearance and for contributions to daily nutrient needs. Academic closure may occur as completed dishes on display are being reviewed while administrative closure may take place after clean-up at the end of the period.

Figure 4.4

Evaluation of Foods Laboratory

Group Number _____ Names _____

Lab Name _____ _____

Period _____ _____

_____

Indicate your response by circling the appropriate number to the right of each statement.

Quality of Food

1. Food was prepared in ways to preserve nutrients.	3	2	1
2. Appearance was pleasing.	3	2	1
3. Taste was satisfying.	3	2	1
4. Each item was prepared according to class standards.	3	2	1

Work Practices

1. Individuals arrived on time.	3	2	1
2. Workers were well groomed and appropriately dressed.	3	2	1
3. Correct utensils were used. Recipes were followed.	3	2	1
4. Work area was kept neat and clean.	3	2	1

Clean-Up Procedures

1. Dishes and utensils were washed in correct order in hot, sudsy water, rinsed, and dried, or dishes were rinsed and correctly placed in dishwasher.	3	2	1
2. Dishes and utensils were stored properly.	3	2	1
3. The range, cabinet area, and sink were cleaned.	3	2	1
4. Towels were placed in washer. Load from previous class folded.	3	2	1
5. Unit kitchens were checked for order.	3	2	1

Table Service and Manners

1. Table was set correctly and attractively.	3	2	1
2. Individuals practiced correct manners.	3	2	1

Figure 4.5

Concepts identified in the Essential Elements for the "Personal and Family Health" unit in the Comprehensive Home Economics course are as follows:

- Promoting individual and family health
- Individual and family safety needs
- Family health decisions
- Personal achievement and health

Several home economics textbooks contain units of instruction relating to health. There is one high school level health textbook available written especially for home economics students. The textbook is *Family Health*, from the Glencoe Publishing Company (others may become available). Excellent resources are also available from various associations and commercial sources. The American Cancer Society, March of Dimes, Cystic Fibrosis, and American Heart Association provide excellent resources for teaching health.

Two practices are absolutely necessary for the success of the "Personal and Family Health" unit and/or the technical course in Family/Individual Health. First, the instruction must be based on state-identified Essential Elements. Secondly, classroom activities must meet needs and interests of students. A variety of learning experiences are appropriate for family health instruction. Students enjoy and profit from classes which utilize multiple teaching strategies. Recommended strategies for teaching health include the use of visual aids, especially new video materials, and a variety of hands-on experiences. Laboratory experiences may be provided in home sanitation, appropriate responses to emergencies, and many other concepts. A weight clinic may have special appeal. Such a clinic will have centers for determining appropriate weight, scales for weighing and measuring, centers for calculating calories and planning menus, and centers for personal goal setting regarding weight.

Various resource people can enrich health instruction. For example, a panel of young parents may provide excellent learning when "choosing health care professionals" is under consideration. Other resource people who may be available are the school nurse, retired professionals, and workers from government agencies which are concerned with health. Many hospitals make emergency personnel available as resource people to educational groups. FHA/HERO activities and Student Occupational Activities may easily be correlated with health units. Students in FHA/HERO may organize a poster contest for middle school students to show harmful effects of smoking, or a speaker may present a chapter program on causes of auto accidents in the local community. Student Occupational Activities may include the development of family first aid kits, the development of a set of family health records, or the computation of the cost of smoking over a time period.

HOUSING, DESIGN, AND FURNISHINGS

Concepts common to the "Housing for the Family" unit in the Comprehensive Home Economics course are as follows:

- Environmental and human influences on housing
- Types and costs of housing
- Elements and principles of design in housing
- Resource conservation in the home
- Managing a home
- Home maintenance safety

To effectively teach the unit, a variety of resources are needed. Exhibit and display materials are vital to the success of the instruction. For example, in teaching lighting, a display of lamps will promote learning. Similarly, examples of accessories are needed when teaching that topic.

Field trips add immeasurably to housing courses. Examples include trips to mobile homes, building sites, furniture stores, apartments, etc. Demonstrations are also necessary. For example, in teaching picture hanging, the teacher will want to demonstrate placement of pictures to illustrate the principles developed. Laboratory experiences available for the "Housing for the Family" unit in the Comprehensive Home Economics course or the Housing, Design, and Furnishings technical course may include cleaning experiences, furniture arrangement, creation of flower arrangements, and development of plans for space use.

If a living area is available in the home economics department, it should be considered the laboratory for housing instruction just as a kitchen space is considered the laboratory for food and nutrition units. The

living room laboratory may be used to teach concepts such as furniture arrangement, picture hanging, accessory use, surface treatments, furniture care, floor care, and other concepts essential to housing. Use the living area extensively in housing instruction. If a living area is not available, other spaces may be used. Occasionally teachers may obtain permission to use a lounge area or an office space for a housing laboratory.

Avoid spending excessive time on crafts as elements of the course. The old-fashioned practice of giving time to crafts in the housing unit is difficult to justify when the Essential Elements are reviewed. Likewise, avoid spending time planning individual dream houses. Students need realistic, practical experiences. Research shows that the person who can arrange a modest space in a comfortable attractive manner can, when given the opportunity, furnish a more elaborate space with success. Help students develop skills for making their first living spaces ones which will satisfy individual and family needs. See the sample block for a housing unit shown in the appendix.

MANAGEMENT AND CONSUMER AND FAMILY ECONOMICS

Concepts to be developed in the "Management for Daily Living" unit in the Comprehensive Home Economics course are as follows:

- Personal priorities, goals, and standards
- Needs and wants
- The management process
- Resources use
- Decision making
- Family management practices
- Roles of family members

Concepts for the "Individual Consumer Responsibilities" unit are as follows:

- Rights and responsibilities of a consumer
- Sources of income
- Management of income
- Influences on personal spending

Teachers of these units have opportunities to help students develop attitudes and skills necessary for maturity and for independent living. The challenges are to help students see the units as ones which meet their needs and to present the instruction in an interesting manner. Case studies, role play, problem solving, and laboratory experiences may be employed as strategies for teaching management and consumer responsibilities.

Some teachers have found that teaching decision making and the management processes is most effective when taught as an integral part of a class project. In teaching decision making, the teacher will generally experience more success if applying the scientific method to real life contemporary decisions. For example, students may solve simple decision-making problems like deciding what to do with a free day. The students may make actual decisions for a class project such as a class FHA/HERO meeting. Carrying out the class meeting according to the management process may be an effective vehicle for teaching the actual use of the process. After analyzing the process used for a simple decision, the process may be used to solve more complicated problems such as how to use income to reach goals. Use of critical thinking skills may be introduced as a part of the management unit. Student Occupational Activities may also be used to teach the management process.

Excellent computer software is now available for management and/or consumer experiences. Additionally, excellent visual aids and learning packages are available through such companies as Learning Seed, Glencoe Publishing, NASCO, Career Aids, and others.

Young people have a great need for skills in identifying resources available to meet their needs. Most have not learned to recognize the wide range of resources available. Adolescents need skill in using resources interchangeably. Practical problems and case studies for development of these skills are highly recommended. Some authorities have suggested the use of taped recordings of dialogue where families are making decisions as aids in teaching students to identify processes used in family management. Interviews with different families to learn about different management styles may also be helpful.

Dividing a class into family units for problem solving has appeal to many teenagers. With simulated families, students may adopt different roles as case studies are completed. Decision making, identification of resources, use of recourses, and use of the management process are priority concepts in management instruction for the high school student.

The teenage student of consumer responsibilities needs practical information related to the marketplace. However, the student in the United States should first understand the basics of economics in our country. Therefore, some consideration should be given to the economic system as a basis for the instruction.

Students feel a strong need to have financial resources, and they want to get the most for their money. If they perceive that a course in consumer education will help them reach these goals, they will be interested, active students. Many new textbooks are on the market for the teenage consumer. Likewise, various companies, such as those listed above, have prepared interesting filmstrips, cassettes, and videos on various consumer topics.

In teaching consumer responsibilities to the student in the Comprehensive Home Economics course, remember that priority is given to managing income and planning for wise personal spending. Case studies may effectively lead into classwork related to personal spending. Interviews, market surveys, case studies, and the development of spending plans may be effectively used in teaching consumer responsibilities.

INDIVIDUAL AND FAMILY LIFE

Within the Comprehensive Home Economics course, the "Family Living" unit concepts to be developed are as follows:

- Self-awareness and positive self-direction
- Personal development
- Socially responsible behavior
- Relationships
- Managing peer pressure
- Functions of the family
- Personal commitment to family well-being
- Rights and responsibilities of family members
- Effects of career choice on family

Analysis of these concepts reveals that the unit is basically related to self, others, and families. The technical course Individual and Family Life may be expanded to include additional family concepts.

Education for family living is as essential to the quality of life for individuals and families as education in civics is essential for the responsibilities of citizenship. However, the importance that students and school counselors in a particular school place on family living is highly dependent on the quality of the specific course. The image of home economics in many high schools is greatly influenced by the quality of the family living course because that is the course most often elected by the general student body. In order to provide a high quality course, the teacher must be excited about teaching students and about family living. Creativity and energy are necessary qualities for the teacher of the course. Students need to feel that the course is interesting and relevant to their needs, goals, and lifestyles. Successful teachers have made the following recommendations for the beginning teacher of family living:

- Rapport must be established between teacher and students in order for a sharing of ideas which leads to personal growth and development.
- Materials which students perceive relevant must be used if the class is to be effective. Materials need to be current and nonsexist.
- Resource people are invaluable. Examples include ministers, young mothers and young fathers, real estate agents, teachers, public relation officers of banks, elderly citizens, and others.
- The class may be divided into groups to simulate families which are presented with specific problems to resolve. This technique may make the class appear to be more relevant than it might when problems are considered generally by the total class group.
- Mock weddings are considered to be poor choices as teaching techniques. Mock weddings require a great deal of class time, and only a small number of any class will have an elaborate, traditional wedding. Therefore, experienced educators favor teaching for more relevant life needs.
- Teachers must guard against discussing aspects of their personal lives with students. The young

teacher may be particularly vulnerable to this possibility. Dating experiences and experiences with family planning, pregnancy, and childbirth are topics which need discussion with objectivity without reference to specific individuals.

- In teaching human sexuality, the beginning teacher may find that materials which supplement the textbook are useful. Reliable materials are available from sources such as the American Medical Society, Science Research Associates, and Guidance Associations. Teachers generally recommend that use of correct vocabulary aids in teaching human sexuality. Before beginning this unit, the wise teacher will plan unit goals, resources, and learning experiences and discuss them with the appropriate school administrator (usually the principal or curriculum director). Many local school districts have specific policies relating to the teaching of human sexuality, and home economics teachers will want to know policies and local traditions before beginning this unit.
- Case studies and role play are often successful techniques used in teaching family living.
- School publicity relative to topics and activities in the family living course may be excellent promotional techniques for home economics.

CHILD DEVELOPMENT

For the "Child Development" unit in the Comprehensive Home Economics course, major concepts to be developed are as follows:

- Basic needs of children
- Responsibilities of the caregiver
- Methods of management and guidance
- Child abuse

Additional concepts are to be developed for the technical course Parenting and Child Development.

Authorities in child development believe that one cannot effectively teach about children unless the students are given some experiences with children. Providing students with experiences with small children presents a challenge to many home economics teachers. The importance of such experiences demands that efforts be made to provide them. Experienced teachers have suggested the following methods for arranging for home economics students to work directly with small children:

1. Work with a local kindergarten teacher to allow home economics students to serve as aids in the kindergarten classes.
2. Plan and operate a temporary preschool in the home economics department. This is most apt to be possible if several classes are studying child development at the same time so that consecutive periods of students are available to work with the children on the days they are at the school. The planning and preparation for this experience provides a realistic, practical experience that is likely to promote a high level of learning among students.
3. Assign students to care for children as Student Occupational Activities. Observation reports to the class should be a part of the assignment.
4. Field trips to child care facilities may extend learning. However, for this activity to be productive, careful observation assignments are needed. Follow-up is a vital element in the field trip experience. Additionally, if field trips are the only child contact experiences students have, more than one field trip is needed within a single unit of instruction.
5. Videotapes of children may be used if other options for contacts with children are not available.

In addition to actual experiences with children, case studies, filmed material, and discussion offer excellent techniques for teaching child care. Laboratories in preparing nutritious food, especially snacks, for children are popular with teenagers in child care units.

TEACHING BASIC ACADEMIC SKILLS IN SPECIFIC CONTENT CLASSES

Home economics teachers have a vital interest in students' developing competence in basic academic skills. The well-being of individuals and families is dependent upon the ability to read, write, and compute. The development of these skills is a result of a team effort between basic skills teachers and teachers of subject matter areas.

Home economics teachers have always taught basic skills as a part of their courses; however, current mandates for the teaching of the basics suggest that teachers need to respond to the mandate with a three

facet approach. First, teachers can identify how they incorporate the basics in classes. Secondly, teachers may teach the skills effectively through application. Thirdly, teachers may communicate the fact that they are teaching basic skills as integral parts of subject matter courses.

Reading

Reading is taught in many ways which vary from reading textbooks for new information to locating and using reference materials. Specific examples of reading skills development opportunities in home economics classes are as follows:

Following directions accurately in
- reading recipes and preparing food
- reading directions for care of machines
- reading and following training plans

Interpreting graphs, charts, patterns, etc. as in
- nutrient source charts
- wiring plans
- process charts

Identifying meanings of abbreviations in
- paychecks
- price codes
- building codes

Interpreting symbols and codes in
- recipes
- patterns

Interpreting labels on
- garments
- foods
- personal hygiene products

Locating main ideas in
- texts
- news articles
- advertisements

Interpreting drawings and diagrams in
- house plans
- digestive system

Locating and using reference materials such as
- FHA/HERO guidebooks
- parliamentary procedure manuals

Research has shown that general reading ability alone is usually insufficient to ensure comprehension of content area materials. Interdisciplinary learning is critical to the development of basic academic skills. Schools cannot depend on a reading teacher to produce competent readers without cooperation from subject matter teachers. It is imperative that subject matter teachers be a part of the reading team. Until recently, educators believed that reading was the elementary teacher's responsibility; however, recent studies have shown that the approach has not been successful. Now subject matter teachers are involved in the challenge to help students develop adequate reading skills.

Using Reading Effectively as a Teaching Strategy

A variety of approaches are available when reading is used as a teaching strategy; however, the SQ3R approach is a popular one. It includes the following steps:

1. Survey - Look over the reading assignment before reading begins. Check the title, the headings, and the charts. As a group, survey the material to be read. Terms may be defined and difficult words explained.
2. Question - Formulate questions to be answered. These may be planned by the teacher before the class, or they may be formulated via class discussion. Another easy method for development of questions is to convert topic headings in the textbook into questions.
3. Read - Read the material, seeking answers to questions. Repeat the answers as they are found in the reading material.

4. Recite - Recite what has been read and answer questions. (Students may discuss the reading in class, or the information may be written.)
5. Review - Review answers to questions cited.

When using reading as a teaching strategy, teachers should avoid assigning a reading activity until students are clearly aware of the purpose for reading. Likewise, reading should never be assigned as a time filler or as punishment. A responsible teacher never says, "Read the chapter and answer the questions at the end."

When a student has difficulty reading, teachers may choose textbooks with lower reading levels, or they may prepare teacher-made materials. (The Fry method for determining reading level is an easy method to use to check reading level of textbooks.) Another approach for the nonreader is taped material or group work with volunteers reading information for the total group.

The subject matter teacher need not try to become a reading teacher, but rather he or she should strive to use reading in a way that builds student skills. Nonreaders may be referred to school counselors for additional help.

Asking high school students to read aloud is a questionable practice because students often do not pay attention, and many are uncomfortable reading for their peers. Some authorities recommend reading aloud as a technique only for special occasions and then not in a round robin fashion but rather by one or two volunteers.

Writing

Writing skills are used in all vocational classes. Through activities such as the ones shown below, students have opportunities to develop skills which they learned as elementary students.

- Writing laboratory plans
- Writing Student Occupational Activities
- Writing care guides
- Writing recommendations for case studies
- Outlining oral reports
- Keeping work records
- Answering essay test questions
- Participating in scrapbook projects
- Completing independent practice assignments

Teachers help students improve writing skills by teaching new words and correcting spelling, sentence structure, and grammar errors. Correcting papers is an excellent reteach strategy which also improves writing skills.

After a writing experience is completed, the effective teacher responds to the assignment in the following order of activities:

1. React to the content of the written work.
2. Emphasize good points in the work.
3. Discuss possible changes in content.
4. Point out how errors detract from the work.
5. Have errors corrected.
6. Display written projects.

Samples of students' writing may be displayed in various ways. For example, child care guides written by students may be shared with a local parents group, articles on babysitting may be published in the school paper, guides for buying food might be shared with a local paper, and tips for dating manners may be used in a hall exhibit space.

Mathematics

Mathematical skills are used daily in home economics classes. Examples include comparing costs of products, making time work plans, using measuring devices, making metric conversions, calculating costs

of projects, completing market orders, developing budgets, etc. Authorities indicate that effective mathematical learning is based on real, concrete, and hands-on experiences. Therefore, mathematical skills developed in vocational classes are extremely valuable in the development of students' academic skills.

Unlike reading and writing, mathematics is seldom used as a teaching strategy but rather as a tool. In using mathematics as a tool, the home economics teacher provides opportunity for reinforcement of skills taught in regular mathematics classes. The value to the student in using mathematics in other classes is that mathematics becomes relevant when applied such as during laboratory experiences. Thus, the student gains a higher level of competency than may be developed in mathematics classes.

To help students use mathematics as an effective tool, the teacher may follow these guidelines:

1. When mathematical problems are inherent in a lesson, explain the procedure to the class, provide an example, and give students an opportunity to practice working the problem before the lesson proceeds.
2. Use visual aids to prompt students' memories. For example, if a lesson includes dividing recipes, place a poster on the bulletin board showing an example of the division of fractions. If the lesson requires students to figure percentages, display a poster showing how to work a problem with percentages.
3. Always model a necessary procedure if it has not been used previously in the class. Plan the model carefully. Spontaneous models often result in confusion. Use a simple model, be accurate, and use simple correct vocabulary with the example. Label critical elements and show exceptions. Leave a sample problem on the chalkboard as students proceed.

Chapter 5
Student Occupational Activities

The Student Occupational Activity is an integral part of all classes in Vocational Home Economics Education. Formerly known as the Home Experience Program or the Extended Learning Experience Program, the Student Occupational Activity provides a vehicle for transferring classroom learning to real life experiences. Every student enrolled in a home economics class is required to complete one Student Occupational Activity each semester. A Student Occupational Activity is an activity which occurs outside of the classroom and is closely related to knowledge and skills being developed in the class. Types of activities vary as does the amount of time spent on the activities. The activities may be used as an opportunity for remediation or for in-depth study.

The Student Occupational Activity provides an effective means for extending classroom instruction into the students' homes and the community. Ideally, the activity is selected by the student and grows out of a felt need for self-development. The choice of project is made by the student with the direction of the teacher and the approval of the parent(s). After a teacher introduces and reviews the activities with students, they set individual goals for projects with the advice of the teacher. While there are no requirements for length of activities, they should be of sufficient length and depth to require activity over a period of several weeks.

After students select projects, plans for reaching the identified goals are made with classroom supervision by the teacher and with consultation with parents. The most effective activities are those that include active parental involvement with student learning. While recordkeeping is not a goal of the program, minimum records are needed including a written plan and a report containing teacher, parent/guardian, and self-evaluations. The project grade should have the same emphasis as a major test grade.

Home economics teachers have cited many values of the Student Occupational Activity which include the following:

- Provides for self-improvement through increased depth in subject matter content, greater skill development, home practice, and development of leadership skills
- Provides for dissemination of information into students' homes
- Serves as a vehicle for the improvement of home and family living
- Provides for learning to be reinforced through practice

Some problems associated with the Student Occupational Activity are creating and maintaining student interest in the activities and assuring their completion. Currently, in Texas, a student in home economics is not considered to be an eligible student if a Student Occupational Activity is not completed during each semester of home economics classes.

Figure 5.1 contains Student Occupational Activities that students have completed with interest and success; however, this is only a sample. The number of possible activities is endless.

Teachers who have successfully managed Student Occupational Activities have provided the following suggestions for effective direction:

- Consider conducting the activities during the mid-six weeks period to avoid introductory activities of the semester's beginning and closing activities of the semester's end.
- Present the activity as the major form of homework in the home economics class for the six-weeks period.
- Display completed activities from past years.
- Invite a former student to share a success story related to an activity.
- Limit paperwork related to recordkeeping.
- Avoid criticizing students for involving parents in helping with activities. Consider that parents assist in homework for other classes such as math, English, etc.
- Give priority to the philosophy that the program should enhance family life, not create confusion, complications, or conflict.

- When presented with a class which seems to be one that will resist the activities, introduce the Student Occupational Activity as an integral part of classwork. For example, begin the projects in the classroom and assign their completion as homework.
- Maintain high standards for evaluation of projects, but be generous in giving credit for work completed.

Examples of forms which have been successfully used for planning and evaluating Student Occupational Activities in the past are shown in figure 5.2 and figure 5.3.

Student Occupational Activities Correlated with Units of Instruction

Food Science and Nutrition

- After each foods laboratory, prepare similar dishes at home.
- Assume responsibility for preparation of family meals for a period of time.
- Prepare foods for a family member with special needs.
- Shop for family groceries for a period of time.
- Set personal weight goals and plan and select nutritious meals to meet the goals.

Apparel

- Construct a garment at home to complement one made in class.
- Rearrange clothing storage to meet personal needs.
- Assume responsibility for family laundry for a period of time.
- Assume responsibility for care and repair of family garments.
- Complete an alteration project.

Housing, Design, and Furnishings

- Plan to rearrange furniture in your room to meet new needs.
- Refinish a piece of furniture.
- Assume responsibility for home cleaning chores.
- Assume responsibility for yard and garden care.
- Cooperate with your family in a redecorating project.
- Complete a home repair project.

Parenting and Child Development/Individual and Family Life

- Set goals for personal improvement.
- Assume responsibility for children in your family for a period of time.
- Organize a child care business.
- Plan and carry out family recreational plans.
- Plan to work with senior citizens in a special way.
- Plan to work with children with special needs.

Family/Individual Health

- Prepare a family medicine shelf.
- Assist in completing family medical records.
- Assist in the care of a family member who is ill.
- Organize family practice in responding to emergencies such as a fire.
- Organize the storage of harmful products kept in the home.

Management/Consumer and Family Economics

- Keep records and compute the cost of the family car for a period of time.
- Research the cost of a major purchase for the family.
- Develop goals and plans for earning and spending personal income.
- Plan and carry out an entrepreneurial project.
- Make a plan to use your time more effectively.

Leadership

- Participation in a Proficiency Event.
- Accept an office in the FHA/HERO organization and carry out special responsibilities.
- Complete a special project for the FHA/HERO chapter.
- Complete a level in the Encounter Program.

Occupational

- Set goals for personal improvement as an employee.
- Research careers related to home economics.
- Investigate opportunities for part-time employment.

Figure 5.1

Student Occupational Activity Planning Form

Name _____ Date _____

Class _____ Period _____

Project Name _____

Description

Goals

1.

2.

3.

Plan

Resources

Parent Signature _____ Teacher Signature _____

Figure 5.2

Student Occupational Activity
Scorecard for Evaluation

Name _____ **Date** _____

Class _____

Project Name _____

Directions
A score of 5 represents a maximum score on each item. A score of 0 represents no credit. Variable credit is appropriate.*

Project Selection		
a. Appropriate	_____	_____
b. Provided for growth	_____	_____
c. Met class requirements	_____	_____
Project Plans		
a. Identified goals	_____	_____
b. Workable plan	_____	_____
c. Identified resources	_____	_____
d. Involved parent/guardian	_____	_____
e. Included evaluation plan	_____	_____
Project Implementation		
a. Followed plan	_____	_____
b. Altered plan when needed	_____	_____
c. Used resources wisely	_____	_____
d. Completed project	_____	_____
e. Met time schedule	_____	_____
Evaluation		
a. Reached goals	_____	_____
b. Improved self/skills	_____	_____
c. Prepared accurate report	_____	_____
d. Evaluated work realistically	_____	_____
e. Achieved quality product	_____	_____
f. Contributed to family life	_____	_____
g. Displayed project	_____	_____

* Spaces provied for both student and teacher ratings.

Figure 5.3

Chapter 6
Classroom Management

The selected approaches to classroom management contained in this chapter are from references cited at the end of the chapter. Furthermore, figure 6.1 and figure 6.2 provide added information on classroom management.

ASSERTIVE DISCIPLINE

The goal of Assertive Discipline is to develop in teachers a feeling of control within the classroom. The author of Assertive Discipline (Canter) has said, "An assertive teacher will actively respond to a child's inappropriate behavior by clearly communicating to the child her disapproval of the behavior, followed by what she wants the child to do."

Assertive Discipline is based on the assumption that teachers' attitudes affect their behaviors. If a teacher thinks he or she can control the classroom, success is probable. Conversely, if the teacher is unsure of himself or herself, control is less likely to occur. Lack of communication of standards to be met in student behavior is a strong feature in failure. Another assumption in Assertive Discipline is that students appreciate having limits set on their conduct. Canter emphasized that a teacher must "say what she means, and mean what she says."

In Assertive Discipline, teachers set specific guidelines for student behavior, they develop consequences for disobeying the guidelines, and they communicate the guidelines to students clearly and often. At no time does a teacher permit a student to forget who is in charge or that class conduct is not negotiable. Students know what behavior the teacher expects in the classroom.

If a student disobeys a class rule, her or his name is written on the chalkboard and she or he is told what she or he should be doing. If misbehavior continues, a check mark is written beside the name. This usually means the student will stay after school for fifteen minutes. A second check mark means one half hour. A third check mark means a telephone call home, while continued misconduct leads to an administrative conference (severe clause). In serious misconduct, a severe clause can be invoked without going through the other steps.

An attractive feature of Assertive Discipline to many teachers is the fact they know there is a clearly established point beyond which they no longer have to try to discipline a student. Once a student receives a severe clause or four check marks, he or she is referred to an administrator, freeing the teacher to continue instruction.

Canter has stressed that teachers must reinforce appropriate behavior in addition to punishing inappropriate behavior. Teachers are urged to develop positive consequences that can be used when students are performing appropriately.

Critics of Assertive Discipline say that it does not foster self-discipline and responsibility within the individual. A potential problem is the tendency of the teacher to respond to misbehavior only and omit rewards for good behavior. A further concern is that while rewards for young children are easily identified, they are not so readily identifiable for adolescents.

BEHAVIOR MODIFICATION

The major goal of Behavior Modification is changing behavior. The system includes a range of activities from simple rewards to complicated peer reinforcement plans. Behavior Modification assumes that behavior is learned and continued due to reinforcement.

Behavior Modification is carried out by the teacher's finding methods of altering the immediate environment when inappropriate behavior occurs. Response to such behavior may be of the following types:

1. Positive Reinforcement is used to increase or maintain a specific behavior. Forms of positive reinforcement are a nod, a smile, a pat, a compliment, an accepting statement, snacks, free periods, breaks, etc.
2. Negative Reinforcement is removing a stimulus which caused a behavior. An example of negative reinforcement would be removing a shoe which is pinching a foot.
3. Extinction is ignoring behavior. Examples of extinction include looking in another direction when a student who answers too many questions raises his or her hand and ignoring rude remarks made in an attempt to get attention.
4. Punishment is the least desirable form of response to behavior chiefly because of its possible undesirable results. Punishment places a teacher in an inappropriate role model, it may cause extremely harsh feelings toward the teacher, it may reinforce the undesirable behavior, and it often produces emotions that increase unacceptable behavior. (Title IX requires any punishment carried out in a school to be the same for any offending student, regardless of sex.)

Critics of Behavior Modification believe that its followers do not give enough attention to the causes of behavior problems.

LOGICAL CONSEQUENCES

The goal of this approach to classroom management is the encouragement of responsible behavior. Dreikurs, Grunwald, and Pepper believe that students and teachers must be partners in the classroom and that classroom management must be accomplished through democratic methods.

In Logical Consequences students participate in setting the classroom rules for behavior. Penalties for disobedience must be logical. Duke & Meckel (*Classroom Management*) explain that it would be illogical to use extra homework as a consequence for failure to complete assignments. A logical consequence would be for the student to forfeit free time in order to complete the homework. Private teacher/student conferences are frequently used in Logical Consequences to help the student become aware of his or her inappropriate behavior and determine ways to modify it. These consequences are "logical." For example, if a student steals a coat and wears it, she or he must have it cleaned and return it to the owner. The major feature of Logical Consequences is the students' participation in the total process. The authors of Logical Consequences believe that students misbehave in an effort to reach one of four goals: attention getting, power, revenge, or inadequacy. They also believe that people learn best from experiences. For example, students behave responsibly when given the opportunity to do so.

REALITY THERAPY

The goal of Reality Therapy is to develop responsible behavior. Assumption of Reality Therapy is that inappropriate behavior often stems from poor self-concept. Teachers who use Reality Therapy work to produce success rather than failure in student activity.

The Reality Therapy process begins with the teacher helping the problem student become aware of inappropriate behavior. Once awareness has been achieved, the student is asked to make a commitment to a course of action to correct the behavior. Students are asked to write plans of action for changing behavior.

Critics of Reality Therapy cite the considerable time required for its implementation as well as the need for teachers to monitor student's progress toward fulfilling their commitments.

Glasser, the author of Reality Therapy, (*Schools Without Failure*) believes that student behavior problems are closely associated with academic failure. Therefore, he stresses that if one can eliminate academic failure, student behavior will improve.

TEACHER EFFECTIVENESS TRAINING (TET)

The goal of Teacher Effectiveness Training is to reduce negative behavior by providing for clearer, less

provocative communication in classrooms. A basic assumption of Teacher Effectiveness Training is that conflicts between teachers and students is the key to effective classroom management.

Teacher Effectiveness Training is a method used to train teachers how to talk with students. Teacher Effectiveness Training involves a "no-lose" approach to inappropriate behavior. When behavior problems occur, the teacher and students first clarify the nature of the problem, and then they identify possible solutions to the problem that are acceptable to both the teacher and students. This solution is given a trial. If it works, there are no losers, only winners. If it does not work, the teacher and students plan further solutions.

Critics of Teacher Effectiveness Training cite time requirements as potential problems. Further, students are unaccustomed to bargaining with teachers and may seek to test the teacher's sincerity.

TRANSACTIONAL ANALYSIS (TA)

The goal of Transactional Analysis is to improve communications in both verbal and nonverbal forms. Teachers using Transactional Analysis try to interpret the meaning of students' misbehavior.

According to Duke and Meckel (*Classroom Management)*, when applied to schools, Transactional Analysis focuses on teachers and their ability to detect when students are unaware of the gamelike nature of interactions with students. They often behave ineffectively, acting more like parents (tyrants or martyrs) of children (self-centered, complaining) than adults.

Teachers faced with behavior problems are encouraged to meet privately with students. During these sessions, teachers explain the behavior they have observed and also discuss how to prevent behavior problems. Once students achieve some insight into their behavior and begin to share what is bothering them, teachers can shift their role to that of the active listener. Conferences conclude with teachers arranging for the continued development of positive relationships with the students in question.

PREVENTIVE DISCIPLINE

Many experienced teachers who are successful at classroom management attribute their success to preventive discipline techniques. An underlying principle to remember is that true discipline is, in reality, self-discipline, and the achievement of this end should be the ultimate goal of the teacher. Knowing the basic needs of individuals in group situations may help the teacher who wishes to practice Preventive Discipline. Basic needs of individuals in group situations are as follows:

- To have a feeling of belonging
- To share in determining objectives
- To feel that objectives are attainable and realistic
- To feel that experiences planned are worthwhile
- To share in establishing a code of behavior
- To have learning experiences that motivate
- To be aware of personal progress
- To be kept informed
- To be treated and trusted as a dignified human being
- To have confidence in others

Various factors affect group control. These factors are as follows:
Factors that Prevent Effective Group Control:

- The use of fear, sarcasm, and ridicule
- Using punishment synonymously with discipline
- Intolerance of cultural differences and value systems
- Use of meaningless threats
- Lack of respect for students' parents and rearing
- Assuming an air of infallibility
- Allowing students to do what they want to do (Example: Lack of a set of guidelines for projects to be selected, etc.)
- Lack of organization by the teacher

- Inadequate or poor planning
- Inability to keep students busy and actively involved
- Failure to move around classroom — teacher sitting

Factors that Prevent Effective Participation by People in Groups:

- Previous group experience by individuals
  a. Discussion or participation not encouraged
  b. Teacher, adult, or student domination
  c. Easier to listen
  d. Dependence upon others to give leadership
- Physical setting
  a. Poor lighting, sound, and temperature
  b. Room size inadequate; too large or too small
  c. Immobile furniture and fixtures
  d. Lack of audiovisual hardware
  e. Lack of sufficient equipment
- Self-concept of participant
  a. Fear of ridicule when participating or speaking out
  b. Inability to express self with confidence
  c. Embarrassing mannerisms, physical aspects
  d. Concern over general appearance
  e. Unprepared to engage in class discussion

Factors That Contribute to Effective Group Control:

- Be businesslike
  a. Be prepared and organized when class enters.
  b. Start class promptly; be energetic.
  c. Assume that the students are well-intended.
  d. Set high but attainable expectations.
  e. Take care of group needs.
  f. Give clear, concise directions.
  g. Keep informed of what all students are doing.
  h. Share responsibilities for classroom.
  i. Encourage students in the clothing laboratory to place their names on the chalkboard to get your help.
  j. Maintain control at all times.
- Set the stage
  a. Provide good lighting and ventilation.
  b. Create an attractive atmosphere with plants, bulletin boards, displays, etc.
  c. Always have necessary supplies and equipment ready.
  d. Keep traffic lanes open.
  e. Seat all students for easy viewing and hearing.
- Earn the respect of students
  a. Learn names quickly.
  b. Involve students in many activities.
  c. Accept each student as an individual.
  d. Be fair.
  e. Be aware of all school activities.
  f. Guide each student to some success each day.
- Set a good example
  a. Follow all school rules.
  b. Support school leaders.
  c. Be friendly but do not try to be a buddy.
  d. Keep your voice pleasant; be enthusiastic.
  e. Avoid group punishment.
  f. Exercise self-control.

SUGGESTIONS FROM SUCCESSFUL TEACHERS

Successful teachers have made the following suggestions for obtaining successful classroom management:

- Be constantly aware of the entire classroom.
- Assign helping chores to disruptive students.
- In questioning, pose the question first and then call on a student for the answer.
- Avoid nagging and arguing.
- Avoid lowering class grades for bad conduct.
- Use a system of rewards and privileges, which is far more effective than a system of punishment.
- Move freely around the classroom; give a quiet pat on the shoulder and an encouraging word.

SUGGESTIONS FROM AUTHORITIES

Authorities on the subject of classroom management recommend the following suggestions for managing the classroom.

- Redl recommends that students be allowed to participate in setting standards and punishments, that the teacher always keep the mental health of the student in mind, and that the teacher always seek to be helpful, not hurtful. Redl does not believe that punishment will work well; he recommends it as a last resort. Redl further recommends changing courses of action if indicated. He suggests objectivity, humor, and the belief that everyone will make mistakes.
- Kounin suggests that the teacher must know what is happening in every area of the classroom at all times. He recommends correcting problems before misbehavior escalates. Kounin suggests a smooth and consistent momentum, and he recommends progress, challenge, and variety in learning experiences.
- Glasser teaches leaders to be personal and to say, "I care." He recommends that a teacher deal with present behavior, stressing value judgements and having students evaluate their own behavior. Glasser recommends that teachers and students plan alternatives to present behavior, that they be committed, and that teachers follow-up and reinforce. He says, "Do not accept excuses, and do not punish, and never give up."
- Dreikur suggests a positive attitude with encouragement for students. He recommends the encouragement of independence as well as peer help. Dreikur recommends sending positive notes home, showing pride in students' work, showing optimism and enthusiasm, and using encouraging language in the classroom such as "You can improve," "May I help you?" "What did you learn from this mistake?" "I know you can!" etc.
- Canter and Canter suggest that teachers decide on behaviors wanted from students, decide on negative consequences to be invoked, discuss and write expectations on the chalkboard, require students to write the behaviors, have parents read and sign the rules, and allow no student to break the rules. Rules should be stressed and class responsibility should be stressed. Canter and Canter recommend assertive discipline.

Case Studies in Classroom Management

1. Anna is taking comprehensive home economics and the class is constructing a pair of shorts in the clothing unit. One week has passed, and Anna has brought no material for the project.

2. Betty has brought her Student Occupational Activity to be graded. During the examination of the product, the teacher is convinced that it was not completed by Betty but by someone with much more skill than Betty.

3. Coy and Dale accompanied their class on a field trip to a local meat market. They did not return to school for the remainder of the day.

4. Eric sits on the back row. He frequently places his head on his desk. His lack of participation leads the teacher to believe that he is totally uninterested in the class.

5. Frances, Greta, and Hilda are members of a minority. They sit in the back of the room and do not participate in class discussions.

6. Irma and Juan have an abrasive effect on each other. Just as the class is about to end, Irma called Juan a dirty name and a fight began.

7. Kenneth makes remarks with dirty connotations to the student teacher. Today during the student teacher's presentation, Kenneth made several comments to the boy sitting next to him. The comments seemed to be voiced with an intent to be heard all around the room.

8. Lance and Manuel repeatedly sit on the counters during foods lab. They play and are disruptive during the entire lab experience.

9. Norma, Opal, Paul, and Quinton talk in a disruptive manner throughout the class period. Various requests made by the teacher have failed to stop them.

10. Ray has refused to complete his family budgeting project. He told the teacher it was a stupid project.

11. Sara and Maria ask for hall passes frequently. Recently they have been found smoking in the restrooms.

12. Ura and Vince, who sit side by side, turned in test papers with identical answers.

13. Walter and Yale were discovered passing a cheat sheet during the final exam.

14. Zavier has been discovered taking money from students' handbags during laboratory experiences.

Figure 6.1

Creating a Positive Climate for Learning

Positive Strokes for Students Entering the Classroom

1. Greet student with a sincere smile; enter with a smile.
2. Meet students at the door with a greeting for each one.
3. Speak to each student and call each by name.
4. Say something nice about each student.
5. Comment on new or especially neat appearance.
6. Encourage shy students.
7. Take an interest in student activities.
8. Speak to students in the halls.
9. Tell students who were absent the previous day that you missed them.
10. Comment positively on class plans for the day.

Positive Strokes for Students During The Class

1. Compliment positive behavior.
2. Thank students for answers.
3. Listen to all responses, even inaccurate ones.
4. Be kind when correcting student errors.
5. Smile at each student.
6. Ask students to help you with chores.
7. Give every student an opportunity.
8. Write positive notes complimenting student work.
9. Look at students when they are talking to you.
10. Use class time wisely.
11. Try to be perceptive when a student is not feeling well or is having a bad day.
12. Give students a time to share good news.
13. Respond to poor work with concern and assistance in goal-setting for improvement.
14. Be fair in all interactions with students.
15. Avoid sarcasm.
16. Give equal attention to each student.

Positive Strokes for Students Leaving the Classroom

1. End the class with a lesson closure.
2. Move to the door for class exit.
3. Smile to students as they leave.
4. Make comments to individual students.

Figure 6.2

References for Classroom Management

Canter, L. 1979. *Assertive discipline*. Los Angeles: Canter & Associates.

Charles, C.M. 1981. *Building classroom discipline*. New York: Longman.

Dreikurs, Grunwald & Pepper. 1971. *Maintaining sanity in the classroom*. New York: Harper and Row.

Duke, D.L., and A.M. Meckel. 1984. *Classroom management*. New York: Random House.

Emmer, E.T. 1948. *Classroom management for secondary teachers*. New York: Prentice Hall.

Glasser, D. 1969. *Schools without failure*. New York: Harper and Row.

Potaet, J. 1973. *Behavior modification*. Minneapolis: Burgess Publishing.

Sloane, H.H. 1976. *Classroom management*. New York: John Wiley and Sons.

Chapter 7
Youth Organizations

Future Homemakers of America, Inc. is a vocational student organization. Organized in 1945, it has a present membership of 400,000 high school students which includes one-third male students. The goal of the organization is to help youth assume active roles in society through home economics education in the areas of personal growth, family life, vocational preparation, and community involvement. The purposes of the organization are as follows:

1. To provide opportunities for self-development and preparation for family and community living and for employment
2. To strengthen the function of the family as the basic unit of society
3. To encourage democracy through cooperative action in the home and community
4. To encourage individual and group involvement in helping achieve worldwide brotherhood
5. To institute programs promoting greater understanding between youth and adults
6. To provide opportunities for decision making and for assuming responsibility
7. To become aware of the multiple roles of men and women in today's society
8. To develop interest in home economics, home economics careers, and related occupations

Future Homemakers of America believe the following:

1. Every individual is unique and important.
2. Youth can think and act seriously and responsibly if given the chance.
3. Youth must be involved in decisions that affect them.
4. The organization must be flexible enough for individuals to develop in their own style at their own pace.
5. Adults working with FHA/HERO play an important role in establishing an atmosphere for growing and in providing guidance for decision making.

Unique features of the organization include the following:

1. It is the only in-school student organization with the family as its central focus.
2. It is a vocational education student organization that functions as an integral part of the home economics education curriculum and operates within the school system.
3. It provides opportunities for student initiative and planning at local, regional, state, and national levels based on a philosophy of cooperation.

The following philosophical statement was developed by state FHA/HERO presidents, state advisors, and members of two national councils as well as the National Board of Directors. It may be found in the *Handbook for Future Homemakers of America, Inc., Part I*, 1980.

> "We are the youth, young men and women in elementary, middle, junior and senior high schools, who have joined Future Homemakers of America, a national vocational student organization. A common bond is a background in home economics or related occupations courses. Our two types of chapters (FHA and HERO) meet the different interests and needs of home economics students. As an integral part of the home economics curriculum, our organization provides an atmosphere for strengthening the family, learning life skills and developing youth leadership.
>
> The family, if it is to provide the kind of stable base we need, must be strong and accepted by society as a powerful force. The family is our central focus. Therefore, the home must also be a main focus. Every member must contribute to the atmosphere of the home if families, in whatever forms they may be, are to exist successfully. Whatever the contribution, each individual is involved in making a home, thus everyone is a homemaker.
>
> Future Homemakers of America develops skill essential in the multiple roles of homemaker and wage earner.

We are all capable of leadership! Each of us is a special leader who is important to our organization's progress. As members, we all have potential for leadership and we work toward finding and developing our own capabilities. Realizing this we can assume a variety of leadership roles.

With these major focuses in mind, we are forming the values now that will give us direction the rest of our lives. We work cooperatively to attain our goals. We have the ability to determine the quality for our lives for we have energy, imagination and courage."

Any student who is taking, or has taken a home economics class, may join FHA/HERO. Membership is official upon payment of dues. Dues paid to the local chapter are divided among national, state, regional, and local entities. The local home economics teacher is the sponsor of the local chapter. The regional and state levels are sponsored by Vocational Home Economics Education staff of the Texas Education Agency.

Local chapters may operate as out-of-class school organizations or as in-class organizations. In either case, FHA/HERO is viewed as a teaching strategy and an integral part of curriculum. When at all possible, it is recommended to incorporate the organization within class instruction. This may be done easily as the youth organization's purposes follow the purposes for home economics curriculum. FHA/HERO is the major vehicle through which home economics provides leadership development. Advantages of relating chapter activities to the curriculum are outlined as follows:

1. Administrative support is stronger when FHA/HERO is viewed as an integral part of the home economics program.
2. Student involvement is stronger when students view activities as class-related.
3. Teachers and students value activities perceived to promote skill development and new learnings.
4. Student learning is promoted by teaching through organizational planning and acting.

Local chapters may define their own structure. For example, one chapter per school, one chapter per class, or one chapter for Comprehensive Home Economics and one for job specific courses. If out-of-class meetings are chosen, various options for meeting times exist. Some meetings are held during the activity period, before or after school, during the lunch period, or during the evening. When in-class meetings are chosen, each class has its own set of officers with an executive council providing overall chapter leadership. There are advantages and disadvantages to both methods.

FHA/HERO chapter officers may include president, vice-president, secretary, treasurer, and public relations officer. The work of the chapter is carried out through the work of committees. Every chapter member should serve on a committee. Chapter projects popular in recent years include those related to alcohol/drug abuse, child abuse, consumerism, the elderly, energy conservation, fitness, nutrition, the handicapped, and careers.

The FHA/HERO creed is as follows:
We are the Future Homemakers of America.
We face the future with warm courage and high hope.
For we have the clear consciousness of seeking old and precious values.
For we are the builders of homes,
Homes for America's future,
Homes where living will be the expression of everything that is good and fair,
Homes where truth and love and security and faith will be realities, not dreams.
We are the Future Homemakers of America,
We face the future with warm courage
And high hope.

Colors of the organization are red and white, the flower is the red rose, and the emblem is an eight sided figure with the name of the organization and the motto, "Toward New Horizons," forming a band around the figure. The letters FHA/HERO appear in the center of the symbol.

HERO stands for "Home Economics Related Occupations," and it is the FHA/HERO chapter designed for students enrolled in job specific courses. These chapters should reflect "home economics occupations" rather than "home economics related." HERO chapters emphasize preparation for jobs and careers.

FHA/HERO offers an optional, individual growth program for its members called "Power of One." The program allows individuals to set goals and work toward them for personal improvement. Five levels of work are suggested. At each level, recognition of accomplishments is provided. Power of One is a teaching tool for home economics. Goals for the Power of One are set by the individual members. Each individual may set his or her own personal goals, work toward them with the resources available, and present achievement in a manner that is most appropriate.

FHA/HERO and classroom activities may be integrated in a variety of ways. The FHA/HERO planning process provides an excellent process for use in both classroom and chapter meetings. The components to the process are as follows:

1. Identify a concern
2. Set a goal
3. Form a plan
4. Act
5. Follow-up

To begin, students may become acquainted with the process by learning what each step involves. Teachers should build activities and learning experiences in class around the process. When students are thoroughly familiar with the process, utilize it for classroom and chapter group activities.

Many chapter projects require more time and skills than are available in chapter meetings and committee work. Those activities may become class activities if they are appropriate for course objectives. Teachers should be alert in preparing the annual scope and sequence calendar of units in order to correlate FHA/HERO and classroom activities.

Power of One and Student Occupational Activities correlate well with class activities. Integrating FHA/HERO and classroom activities requires the following:

1. FHA/HERO be presented as a part of the total home economics program to students, parents, and administrators
2. An orientation on FHA/HERO be given in each class so that everyone understands the purpose of FHA/HERO.
3. FHA/HERO in-class activities be planned as regular learning experiences

STAR EVENTS (STUDENTS TAKING ACTION FOR RECOGNITION)

STAR events are competitive events for members of FHA/HERO chapters. The events provide opportunities for students to develop leadership skills, citizenship, and skills related to home economics. The competitive events allow students to demonstrate skills, cope in a competitive environment, and develop as individuals. The events have become an integral part of vocational home economics.

Some of the events are designated for students in comprehensive and technical home economics courses while others are designated for students enrolled in job specific courses. Events are currently provided in the following areas:

1. Food Service
2. Chapter Project
3. Job Application
4. Job Interview
5. Strengthening Family Communication
6. Child Development/Care Community Project
7. Illustrative Talks
8. Entrepreneurship in Child Care

The STAR events are highly structured. Information regarding specific events and the total program is available from the state Vocational Home Economics Education staff.

Students selected by the local school district as the home economics representatives first compete at the regional level. Winners at the regional level progress to the state level, and finally, state winners compete nationally.

PARLIAMENTARY PROCEDURE

FHA/HERO meetings are conducted according to parliamentary procedures. Parliamentary law is simple; it is based on common sense and courtesy. Its purpose is to provide a procedure for conducting business with efficiency, to protect the rights of the individual, and to promote harmony within a group. Five basic principles form the basis for parliamentary procedure. They are as follows:

1. Only one topic should be considered by an assembly at one time.
2. Every proposition is entitled to full and free debate.
3. Every member has equal rights.
4. The will of the majority must be carried out, but the rights of the minority must be preserved.
5. Desires of individual members should merge into the organizational unit.

Parliamentary procedure provides a standard form for a meeting agenda. While there may be reasons to vary the standard agenda, effective leaders know the basic plan of order for meetings. A standard meeting agenda is developed in the following order:

1. Call to order
2. Reading and approval of minutes
3. Reports of officers
4. Reports of standing committees
5. Reports of special committees
6. Unfinished business
7. New business
8. Program
9. Adjournment

After the reading of the minutes, they are approved or corrected by the body. To obtain approval, the presider says, "Are there corrections or additions to the minutes?" If there are errors in the minutes as read, a member responds to the presider's question with the correction. The correction is placed before the body in the form of a motion to correct. It is voted in standard form. The change then replaces the error in the minutes. On the other hand, if there are no corrections, the presider announces, "The minutes stand approved as read." It is not necessary to vote for acceptance of the minutes if there are no changes to be made.

Action is taken by a group through the use of motions. The following procedure outlines the manner in which a motion progresses:

1. A member rises and says to the presider, "Mr. (or Ms.) Chairman."
2. The chair recognizes the member by name.
3. The member proposes a motion thus, "I move that...."
4. Another member must support the motion with a second in order to have it considered by the group. The member says, "I second the motion." If there is no second, the presider says, "The motion is lost for want of a second." The meeting then proceeds to the next item of business.
5. The presider restates the motion and asks for discussion.
6. The group discusses the merits of the motion as proposed. The presider calls on individual members who wish to speak for or against the motion in the order in which they raise their hands. A member who has not spoken has priority over one who has previously spoken. Discussion must be confined to the motion before the group. Another motion cannot be considered until the one before the group has been acted on. If a person wants to alter the motion, he or she says to the presider, "I would like to amend the motion."
7. To amend a motion, the initiator moves to amend the motion; if another member seconds the amendment, it is voted on. If the vote is affirmative, the presider announces that the motion will be considered as amended. If the amendment fails, consideration of the original motion is continued.
8. After a reasonable time, or after all have spoken who desire to do so, the presider calls for a vote. The presider restates the motion and announces the method for voting. If there seems to be little debate on the issue, a voice vote is usually taken. The presider says, "All in favor of the motion, say 'Aye'." If a majority of the group says 'Aye' the presider announces that the motion has passed. On the other hand, if a majority say 'Nay' the presider announces that the motion has failed. Voting by a show of hands may be a safer method to assure that the vote is accurate. Sometimes a written vote is taken if the presider feels some members would be uncomfortable making their vote known

to the total group. A standing vote may also be taken at times when an accurate count is difficult to obtain by a show of hands.

9. The presider announces the result of the vote.

Accurate records of decisions and actions by the group are kept in the form of minutes. Likewise, a careful record of the finances of the organization is also important.

PRODUCING A HOME ECONOMICS DEPARTMENT BANQUET

An annual home economics, or FHA/HERO, banquet is a tradition in many schools. The home economics teacher who is responsible for a banquet may find the following suggestions helpful:

1. Include the Advisory Council and FHA/HERO chapter in making the decision to have a banquet.
2. Schedule the banquet on school and department calendars early in the school year.
3. Contact any outsider who will be involved well in advance. If you choose to have a speaker, contact the speaker two or three months before the banquet. Tell the speaker what type of speech you want, i.e., motivational, career oriented, instructional, or other. Give the speaker a time for the speech. Tell the speaker that you are prepared to pay travel expenses. Contact the speaker again just prior to the banquet.
4. Use the banquet to promote learning. Divide students into committees with the following responsibilities:
   - Program
   - Invitations
   - Food
   - Decorations
   - Flowers
   - Host/Hostess
   - Presider
   - Entertainers
   - Awards
   - Other
5. Use the banquet as a time for recognition of students. Awards may be given for a variety of achievements such as STAR Event winners, outstanding students in each subject area, and others.
6. FHA/HERO officers may be installed at the banquet.
7. While many banquets are held in cities, local school cafeterias may be made to look attractive for the occasion. Having the banquet "at home" offers some special appeal.
8. Assign a host or hostess to greet all guests at the door.
9. Assign one host or hostess to greet and see to the needs of the speaker.
10. As a sponsor, you should stay in the background; allow students to fill prominent roles at the event.
11. Practice all parts of the banquet program with students involved.
12. Be sure that the menu reflects sound nutrition and eye appeal as well as desires of student guests.
13. Recognize the Advisory Council and other program supporters as a part of the banquet program.
14. Help students know what is appropriate dress.

Chapter 8
Managing and Promoting the Program

MANAGING THE PROGRAM

FACILITIES

Home economics physical facilities vary according to the size of the school, programs offered, local resources, and program allocations. Standard facilities for a minimum program (one home economics teacher) include a regular classroom space with laboratory space for food and clothing activities. Home-type kitchen spaces and laboratory space for sewing equipment are needed for teaching both comprehensive courses and technical courses. Other laboratory spaces and equipment include those for laundry, child care, and housing instruction. These spaces may be provided in one general purpose classroom-laboratory, or they may be made available via specific-use rooms.

When more than a minimum program is provided, spaces may be increased in both number and size with teachers alternating use of laboratories as the schedule demands. When Pre-Employment Laboratory Education (PELE) is a part of the total program, commercial laboratories are required. For PELE Food Production, Management, and Services, a commercial kitchen is needed; for PELE Apparel and Textiles Production, Management, and Services, commercial sewing and pressing equipment is required; and for PELE Child Care and Guidance, Management, and Services, a child care facility is needed. (Often school districts use kindergarten facilities for PELE Child Care and Guidance, Management, and Services.)

If a program includes Home Economics Cooperative Education (HECE), a classroom with specific furnishings is required. A file, a bookcase, an office space, and a telephone are needed.

Programs for Vocational Education for the Handicapped (VEH) require facilities to meet the needs of the specific subject taught — either commercial foods equipment or commercial clothing equipment — as described for PELE programs.

Plans for the design and equipping of a home economics department are available from Vocational Home Economics Education staff of the Texas Education Agency. When a home economics teacher is given an opportunity to assist in the design and furnishing of a new department, contact with the state office should be made immediately. In addition, visits to home economics departments in other schools are very helpful in obtaining suggestions from teachers who have experienced designing new departments. Evaluating departments in other schools is extremely helpful in planning for local needs.

TIME MANAGEMENT

Effective management of time is a key to the successful operation of a home economics program. Most important is time use within the classroom. Time misused, or lost, by a teacher in the classroom is a loss of learning and development for each student in the class. Research shows that time-on-task (or the amount of time a student spends on learning activities) directly affects student learning. To use time wisely in the classroom the teacher should follow these guidelines:

1. Plan thoroughly for each class.
2. Prepare all class materials before class begins. Have all necessary equipment in place and in good operating condition.
3. Do not allow students, or yourself, to "chase rabbits" during class time. "Chasing rabbits" is a term given to the practice of getting off the subject of the lesson.
4. Plan ways to utilize any time left at the end of a lesson so that learning may be extended.
5. Have routines clearly established so that students know what is expected of them in your class environment.
6. Maintain control of the class; require orderly behavior.
7. Keep your plans and resources organized and stored in an orderly manner.

8. Analyze classroom activities and keep those which do not relate to lessons to a minimum.
9. Allow students to assist in conducting activities such as checking out materials.
10. Use student time when it is available. For example, if a student finishes a test early and has nothing to do while others finish, ask him or her to do a chore such as cutting out magazine pictures to be used as visual aids in a lesson.

To save time in managing aspects of the program outside of the classroom, consider the following guidelines.

1. Determine what is important. Keep priorities in perspective. Your first responsibility is to being a good teacher. Other priorities are promoting home economics in your school, being a productive member of the total school program, practicing professional responsibilities, and having time for personal development.
2. Plan, organize, and prioritize. Develop the goal setting method of working. Write down what you want to accomplish each day. Keep a monthly calendar open on your desk.
3. Be self-disciplined. Organize your personal habits and your materials. Give yourself rewards for accomplishments.
4. Keep your body in good condition. Establish personal routines for sleep, diet, and exercise. Practice what you teach!
5. Learn and practice effective management techniques. Consider the following:
   a. Arrange for adequate storage space for program supplies and materials.
   b. Keep a neat, orderly desk. Eliminate clutter. Clean your desk off at the end of the day. Don't leave work until you have set out all the things you will need for the next day's lessons.
   c. Control paper. When a paper chore comes to your desk, handle it immediately; avoid stacking it for later attention. File necessary materials immediately; discard the unnecessary.
   d. Avoid attempting to be a perfectionist.
   e. Avoid procrastination and rationalization.
   f. Delegate work.
   g. Acquire extra time by carrying work with you which may be done during "waiting" time. For example, grade papers while waiting for your dental appointment. Always carry writing paper and a pen. Carry reading material in your car. Be prepared to use all of the time that you unexpectedly find yourself with.
   h. Dovetail work. Work on lesson plans while monitoring a test, etc.
   i. Plan to go to the faculty lounge for a reasonable amount of relaxation and interaction with co-workers, but do not spend excessive time there.
   j. Avoid making the home economics office a place for social gathering.

FILING EDUCATIONAL MATERIALS

The home economist is challenged to select valuable materials for conducting educational programs. Having the collected materials available and ready to use is a key to effective teaching. Therefore, an effective system of organization of materials is important. The following guidelines for an effective filing system have been formulated by experienced teachers:

1. Obtain a container for storage of files. Portable file drawers are available at low cost from bookstores and office supply houses.
2. Purchase a supply of file folders and colored pens. Triple-cut folders contribute to the ease with which files may be used. Standard sized file folders are recommended; avoid legal sized folders — they are not as versatile as those of standard size.
3. Use colored pens to label folders with colors coded to subject areas: red pens for clothing and textiles, yellow for foods and nutrition, etc.
4. Prepare a divider for each major division.
5. Arrange folders within each major division in alphabetical order.
6. Place materials on the same topic in a section labeled with a general name that is specific enough to identify topics found in the section. For example, under the major division of Food Science and Nutrition, one might have separate folders on Vegetables, Quantity Food Recipes, Food Needs of the Elderly, etc. Use labels which have meaning for you.
7. To determine where each folder will be placed in the file, answer the question, "What subject area will I be teaching when I use the material in this folder?"

8. Glue or staple newspaper clippings to regulation size paper or to construction paper before filing them. Clippings and other small loose material may be placed in envelopes before placing them in folders.
9. File only one copy of a brochure or duplicated material.
10. Prepare (fold or trim) each item placed in a folder so that items are smaller than the folder.
11. Save only quality materials needed for good teaching. Strive for quality, not quantity.
12. Cross-reference materials which may be needed in more than one subject area.
13. Consider the following divisions for a home economics education file:
    a. Apparel and Textiles
        - Alterations
        - Construction Processes
        - Fibers
        - Wardrobe Building
    b. Food Science and Nutrition
        - Food Guides
        - Meal Planning
        - Nutrition Information
        - Table Service
    c. Management/Consumer and Family Economics
        - Budgeting
        - Consumer Buying
        - Time Management
    d. Housing, Design, and Furnishings
        - Art Principles
        - Care of Furniture
        - House Plans
    e. Individual and Family Life
        - Characteristics of Friends
        - Dating Practices
        - Mate Selection
        - Resolving conflicts
    f. Parenting and Child Development
        - Food for Children
        - Prenatal Care
        - Safety
        - Special Parenting Needs
    g. General
        - Adult Work
        - Bulletin Board Ideas
        - Budget
        - Correspondence
        - Evaluation
        - FHA/HERO
        - Inventory
        - Parent Contacts
        - Professional Organizations
        - Reports
        - Resources
        - School Bulletins
        - Student Occupational Activities
        - Summer Program
        - Travel

RECORDS AND REPORTS

Keeping careful records and completing reports accurately is necessary for successful management of a home economics department. Figure 8.1 shows reports required of home economics teachers during a school year.

Reports Required of Home Economics Teachers

Report	Date Due	Destination
Travel Report	End of each month	School Administrator
Annual Plan and Evaluation	June 30	Vocational Home Economics Education, Texas Education Agency
Occupational Learning Experience Report	End of each semester	School Administrator

Figure 8.1

Two other reports required by the State Board of Education that home economics teachers will be directly involved in are the Public Education Information Management System (PEIMS) and the Vocational Education Head Count and Vocational Follow-Up Report.

Copies of reports should be maintained in the home economics department files for at least two years.

MANAGEMENT TECHNIQUE SUGGESTIONS FROM TEACHERS

Various teachers have made the following suggestions for effective management of the home economics program:

1. If there is more than one teacher in the department, plan weekly teacher meetings to discuss common concerns.
2. Have FHA/HERO officers meet during the summer to plan for the coming year.
3. Organize a department file for information pertaining to the total department such as copies of Texas Education Agency reports, department policies, etc.
4. Keep a careful record of all money spent. Record dates of purchases, descriptions of items, and sources.
5. Duplicate a calendar for the year and give one to each teacher so that she or he may record travel mileage, destination, and contact person each time she or he travels.
6. Make a chart of distances to commonly traveled to businesses so that each teacher can be consistent and record the same mileage.
7. Keep a file folder for newspaper clippings which concern your students and the home economics program.
8. Organize filmstrips and other teaching aids in a special closet or shelf area. Catalog these items into different subject areas. Give each teacher a list of these resources. Have a sign-out sheet for materials shared.
9. Have a storage area for bulletin board supplies and letters.
10. Keep bulletin board letters with pins in utility boxes with trays in order to keep letters organized and separated.
11. Have a special FHA/HERO storage area for banners, gavel, yearbooks, etc.
12. Order magazines for the department to use as references for reports. Check with your library, and do not order resources which they have.
13. Ask your librarian to order reference books in the home economics area.
14. Give students an information sheet on the first or second day of class.
15. Keep a notebook for each subject area you teach. Save a copy of all tests and handouts for reuse.

16. Organize each foods laboratory area carefully. Each kitchen unit should be equipped with the same type of equipment. Color code if possible. Use the practice of having one person in each laboratory unit check cabinets at the end of each laboratory experience.
17. Make a habit of keeping cabinet work surfaces free of work supplies after work is completed. Teach students to put away items such as dishwashing liquid, dish drainers, and other items sometimes left on counters. Leaving supplies on counters promotes clutter which detracts from the attractiveness of the department.
18. Coordinate Student Occupational Activities and Power of One. Allow students to use Student Occupational Activities as goals in Power of One. Likewise, consider coordinating Student Occupational Activities, Power of One, class activities, and homework assignments for family living units.
19. Coordinate FHA/HERO work and Student Occupational Activity goals for individuals.
20. Allow students to enter STAR Events as a part of their Student Occupational Activities and Power of One work.

CARE OF THE DEPARTMENT

Keeping the home economics department clean, orderly, and attractive is a challenge for the teacher. This is an important facet of the program, for just as the personal appearance of an individual creates strong first impressions of the person, the appearance of the classroom creates a strong impression of the quality of the home economics program. Department care involves daily care, periodic care, and closing the department at the end of the school year. The local district is responsible for providing the same custodial services to the home economics department as to other departments.

Allow students to participate in the care and maintenance of the home economics department. This provides valuable learning and developmental experiences. It is important that the teacher plan carefully the activities related to the care of the department so that school time will not be wasted and students are not assuming janitorial responsibilities. Avoid cleaning days unless the activities are needed to reach class objectives. In assigning work, be sure that it is shared equally by all students. Provide varied experiences for each student and avoid making assignments on a sexist basis. A duty chart is used by many teachers to assign daily care of the department. The rotating wheel may be used. An example of a duty wheel used to assign daily cleaning duties is shown in figure 8.2.

The general appearance of a classroom is created by arrangement of the major equipment such as desks, tables, teacher's desk, etc. An orderly, yet flexible, arrangement promotes an attractive appearance and well-behaved classes.

Order may be the number one quality of an appealing room. Lack of clutter, neat organized storage, and orderly display of student work are necessary elements in an appealing home economics classroom. Green plants and colorful bulletin boards also add an important dimension to the attractive, appealing room.

When arranging and accessorizing a home economics classroom, the contemporary teacher should give careful consideration to a nonsexist appearance. Rooms should show by their appearance that the facilities are not feminine in color or design as rooms of the past, but rather that they are for both male and female students. For further reference, the book *Males in Home Economics* should be reviewed. Copies may be obtained from the Home Economics Curriculum Center, PO Box 4067, Texas Tech University, Lubbock, Texas, 79409, (806) 742-3029.

Responsibilities for closing the department at the end of the school year may be shared by teachers and students. The following tasks are usually ones to be completed:

1. Complete an up-to-date inventory, file it in the department, and give a copy to the administrator responsible for your building.
2. Dispose of perishable food. Store foods with long life in locked cupboards or in the refrigerator.
3. Clean all appliances.
4. Organize instructional materials and straighten storage closets and cupboards.
5. Leave the following in the files:
   a. Record of expenditures for the school year
   b. Unit plans for each course

c. Grade book
d. Monthly travel reports
e. All Texas Education Agency reports
f. FHA/HERO records
g. Proposed budget
h. List of needed repairs
i. Curriculum guides
j. Teachers' directory
k. Names of new FHA/HERO officers

PROMOTING THE PROGRAM

Promotion of home economics programs is vital if students, parents, and school personnel are to be aware of the contributions home economics can make to quality of life. Three basic elements must be present in any promotion program if it is to be effective.

First, the teacher must believe in the program. A teacher must have a strong belief in the value of home economics for today's individuals and families. Today's youth are searching for satisfactory ways to reach adulthood. They are establishing values; learning to make decisions; seeking ways to relate to parents; peers, and the opposite sex; and wanting to develop skills for independent living. Home economics can help them with all of these needs.

Today's youth want many things which employment provides — money, achievement, and independence. Job specific home economics courses provide help in these areas.

Today's youth live in changing families. Fifty percent have divorced parents, and two-thirds have mothers who work outside of the home. The public calls for families and potential family leaders to have skills in parenting, nutrition, and consumerism. Home economics classes can help young people learn these essential skills.

Secondly, a home economics teacher must know who needs the program. She or he must be aware that home economics is for all students — the college bound, the slow learner, the average student, even the gifted student. All of these students need independent living skills, and they all need skills for living successfully in a family. Role sharing among contemporary husbands and wives, the practice of late marriages, and the incidence of divorce and widowhood all point to the need for both men and women to develop competence in home economic skills.

Finally, the teacher must know who impacts the program, and she or he must develop strategies for influencing these people. Basically, there are five people who impact the program. These five people are counselors, principals, parents, students, and the teacher. The following plan suggests five ways a teacher may influence these five groups of people.

1. Counselors
   a. Make friends with the counselor. Friends are always better supporters of programs than are mere co-workers.
   b. Ask the school counselor to assist in teaching a mini-unit to a class. Capitalize on the counselor's expertise. Perhaps the cooperation could be in the "self-awareness" unit in the family living class.
   c. Take new home economics textbooks and brochures to the counselor. Let him or her see what fine materials are available in home economics.
   d. Develop a one-page handout on each of your courses and provide several copies for the counselor.
   e. Take the counselor to an in-service meeting. He or she will be impressed with the quality of home economics in-service programs.
2. Principal
   a. Invite the principal to serve as a resource person in one of your classes. Perhaps the principal could serve on a discipline of children panel or family finance panel.
   b. Be an integral part of the total school program. Do not eat your lunch in the home economics department. Eat where other teachers eat. Be a regular teacher.

c. Do extras for your school. Be a person needed by your school.
d. Be a person the principal can admire — in appearance and in behavior.
e. Provide exhibits in hallways that show the principal, as well as others, the broad scope of your program.

3. Parents
   a. Publish news articles in local newspapers. Feature both male and female students. Emphasize activities directed toward nutrition, parenting, and consumerism.
   b. Present programs for school and community groups. Show a broad range of home economics skills.
   c. Make personal contacts. Take advantage of informal as well as formal opportunities to speak with parents about what their children are studying in home economics.
   d. Use the Advisory Council to broaden the reach of the program. Rotate influential people in your community onto the council.
   e. Involve both parents. Fathers have as much to offer your program as do mothers. In many communities, it is the father who must see the program in order to be convinced that it is as appropriate for sons as for daughters.
4. Students
   a. Analyze the schedule of lessons you have designed for each class. Then, analyze classroom activities which students perceive as interesting and relevant.
   b. Evaluate your personal teaching practices. Do students believe you are a fair teacher? Be a person students admire and respect.
   c. Direct promotional activities to eighth graders. Consider having a picnic, rather than a tea, to tell eighth graders about your program, or consider a fair, a letter to parents, or a department tour. Some teachers report that committees made up of older "satisfied" students make excellent groups to contact prospective students.
   d. Try personal talks with influential students in your school. Tell them why home economics has value for them.
   e. Talk with sponsors of special groups. Explain how their groups may profit from what home economics has to offer.
5. Teacher
   a. Develop the image of a professional home economist. Dress and groom yourself in a manner perceived by the general public as that of a respected home economics teacher. Be neat, attractive, and fashionable.
   b. Stay informed. Remain up-to-date in areas of concern to homes and families.
   c. Develop rapport with students. Be fair, concerned, and helpful.
   d. Do something well. Develop some unique skills. Become known as a person who can be called upon as a specialist in some area. Share your talents and be a productive member of your community.
   e. Be willing to go the extra mile in work for your students and for your school.

The teacher must be articulate in communicating to others the value of the home economics program. As a teacher, practice interpreting your program when you have the opportunity to do so. Set goals for the successful interpretation of home economics in your community.

Duty Wheel

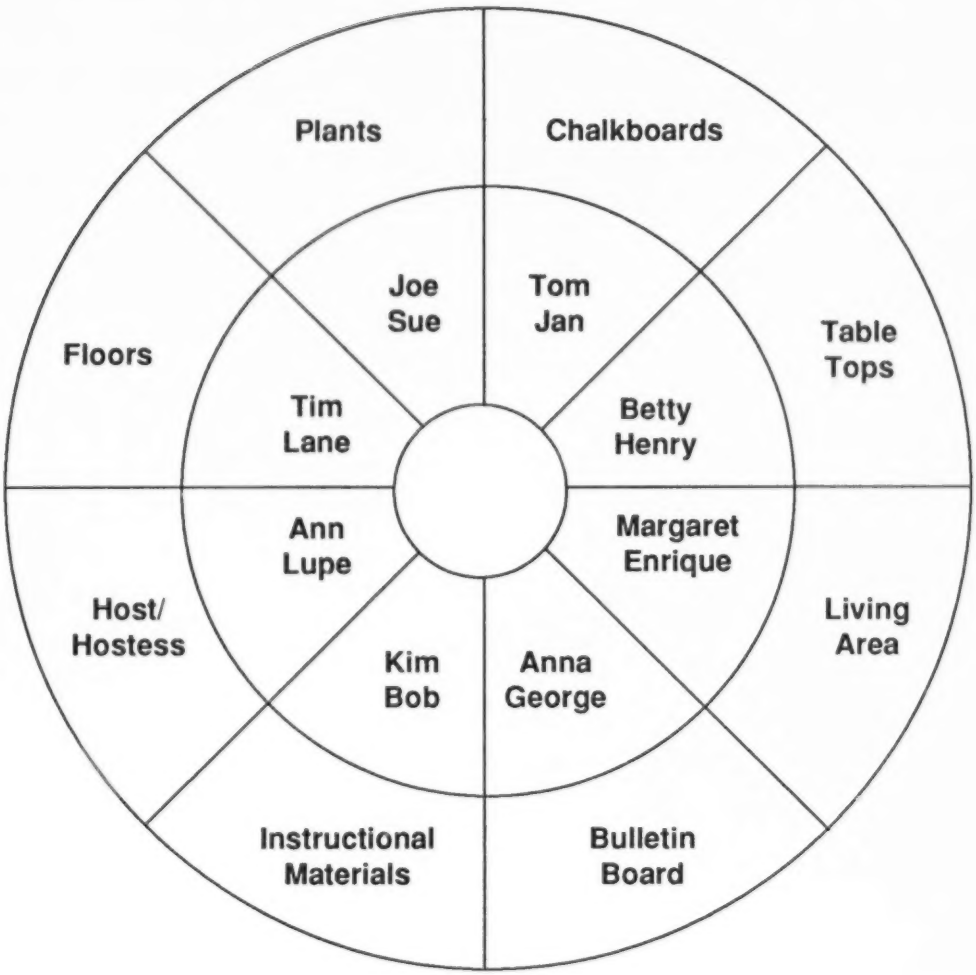


Figure 8.2

Chapter 9
The Job Search

Locating a job is a task which requires intelligent planning and concentrated effort. The home economics education major will find that the university offers two major resources for locating a job. First, the university placement office assembles permanent files for graduates and arranges interviews with employers. Each home economics education major is advised to register with the placement office during the senior year of study. After files are completed, lists of vacancies are available at the placement office. When people see vacancies that are attractive, they place their names on the interview schedule at the placement office and are then interviewed by the personnel who come to the campus to find employees.

Another source of help in locating positions is the university home economics department. Area school administrators frequently contact teacher educators to obtain names of individuals available for teaching home economics. Vacancy announcements are posted on department bulletin boards, and teacher educators are helpful in directing students to the vacancies.

Other sources of help for people seeking general employment are public and private employment agencies, want ads from newspapers, and direct contact with potential employers. Many workers find their jobs through friends and relatives. Most people use a variety of techniques to locate employment.

Follow-up studies in home economics education show that fifty percent of home economics education majors choose teaching positions, and fifty percent choose other home economics related positions. The latter fifty percent include positions such as the following:

1. Extension home economists with the Agriculture Extension Service
2. Consumer Specialists with utility companies
3. Home economists in a wide range of businesses. Examples include sewing machine retailers, home furnishings retailers, clothing retailers, banks, media producers, and others
4. Child care workers at child care centers
5. Fashion merchandising trainees with large department stores
6. Workers with the department of human resources
7. Dietitians' aides in hospitals
8. Full-time homemakers
9. Other positions which require general home economics skills

The first resource to develop for a successful job search is a completed placement file at the university placement office. A second resource to develop is a resumé. A sample resumé is shown in figure 9.1. The resumé may be developed with ease by people who have had wide experiences. Work experience and activities with student organizations are especially important when building a resume.

Persistence is perhaps the number one quality needed by the person who is successful in obtaining a job. Records repeatedly show that the person who places the most applications is the person who is most successful in the job search. Early attention to this matter is critical. The person seeking a teaching position will want to build a resume and have it printed at the beginning of the senior year. Then during the student teaching experience, applications may be sent to various school districts. While home economics positions in the public schools are often available through the summer, some are announced as early as March.

After obtaining an appointment for an interview, the wise person prepares thoroughly in order to have a successful interview. First, it is important to learn as much as possible about the school, or business, that is interviewing. Before going for the interview, a person may learn the size and location of the district, some unique features of the school such as its role in athletic competition or its record in band competition, etc., and information about the town in which the school is located. Secondly, the interviewee may analyze his or her past experiences and academic training for those elements that relate to the specific job under consideration. A successful interviewee is prepared to explain how summer work such as that of a camp counselor or Scout volunteer has helped to make him or her a potentially good teacher. In addition, a review of the university transcript will reveal courses which specifically relate to the job. Preparation for the

interview includes planning a few questions for the interviewer such as questions related to type of students in the school, physical facilities, community support, etc. Finally, preparation includes planning for a professional appearance.

A professional appearance is essential for the interviewee. In recent years, the suited look has come to be expected of serious candidates for professional employment. The suggested dress for a woman interviewing for a position as a home economics teacher is as follows:

1. Wear a skirted suit in a neutral color with a modest skirt length. A wide variety of choices in blouses is available for the suit. Suit line and coat length should be determined by individual body build and figure constraints.
2. Wear a pump shoe and skin-colored hose.
3. Wear a modest amount of make-up. Research shows that make-up, correctly applied, adds maturity to the youthful appearance of a new professional.
4. Wear costume jewelry in modest amounts. Jewelry pieces in limited number and in modest design add interest to the overall apearance. Avoid dangling earrings, jingling bracelets, and multiple rings.
5. Wear hair that is contemporary in style and modest in length — neither extremely long nor extremely short.
6. Carry a handbag in a neutral color that is not over-sized. Avoid extreme styles, trendy looks, and current fads in the interview dress.

The suggested dress for a man interviewing for a position as a home economics teacher is as follows:

1. Wear a business suit in a neutral color with the natural fiber look.
2. Wear a long sleeve shirt in either white or a color coordinated with the suit.
3. Wear dress shoes with socks the color of the shoes or trousers.
4. Wear neatly trimmed hair. Any facial hair worn should be exceptionally neat.
5. Wear a tie of modest design coordinated with the suit and shirt. A man's tie should be tied so that the tip reaches the belt buckle.
6. Any jewelry worn should be modest in design and in amount.

To interview successfully, a person should follow standard guidelines:

- Arrive early.
- Avoid gum chewing and cigarette smoking.
- Avoid wearing tinted lenses.
- Shake hands (using a firm grip) with the interviewer.
- Look directly at the person to whom you are speaking.
- Sit only when asked to do so.
- Be prepared to discuss your philosophy of education and of home economics education in particular.
- Know something about the school you are applying with before the interview.
- Do not bring up the subject of money in the first interview.
- Be pleasant and positive.
- Maintain correct posture (leaning on tables and slouching creates a bad impression).
- Use correct grammar; careful speech makes a good impression.
- Be prepared to sell yourself.
- Review your transcript and your experience record and be prepared to explain how your background has prepared you for the specific job for which you are applying.

An interviewer plans questions for the interview session which will prompt the applicant to talk enough for the interviewer to make some judgement about his or her abilities. The following questions are those most frequently asked at interviews.

1. Why did you choose this university?
2. What courses have you enjoyed most? least?
3. What activities have you participated in at the university?
4. Do you feel you have a good general education?
5. What percent of your college expenses did you earn?
6. Why do you think you are qualified for this position?
7. If you were beginning again, what courses would you take?
8. Do you enjoy sports?
9. What are your hobbies?
10. Do you prefer to live in any particular area of the country?

At the conclusion of an interview, the interviewee should thank the interviewer and indicate that she or he looks forward to hearing from the school again. Some counselors recommend sending a thank-you note to the interviewer during the week following the interview. In addition, people are often tempted to call a prospective employer to determine the status of the hiring decisions. One telephone call, after a reasonable length of time, to determine if a decision has been made about the position is appropriate; however, a person should avoid making several calls. School administrators will contact the applicants whose qualifications meet their needs as soon as decisions have been made.

A person should continue the job search until he or she has found the position that is right for him or her. An applicant should not become discouraged if she or he is not chosen for a specific position. Remember that most people make many applications before accepting a position.

Resumé

Joy Jones
225 East Street
Smithville, TX 77777

Social Security No.: 000-11-2222
Telephone: 409-111-3811

Education

Graduate, 1984, Smithville High School, Smithville, TX 77777
Major in Vocational Home Economics Education

Graduate, 1988, Stephen F. Austin State University, Nacogdoches, TX 75961
Major in Home Economics with Teacher Certification

Student Activities

President, Phi Upsilon Omicron

Secretary, Home Economics Association

Member, Home Economics Club

Member, V.H.E.T.A.T.

Captain, University Band

Cheerleader

Work Experience

Grocery Checker, Food 4 Less, Smithville, TX 1982-1983

Waiter, McDonald's Restaurant, Smithville, TX 1983-1984

Salesperson, Browns Men's Shoe Store, Nacogdoches, TX 1985-1986

Cafeteria Employee, Memorial Hospital, Nacogdoches, TX 1987-1988

References

Available upon request

Figure 9.1

Chapter 10
Professionalism

A profession may be defined as "a vocation requiring specialized knowledge and a long period of academic preparation." The following can be said of members of a profession:

- Have a unique knowledge base
- Have special training or education
- Perform a service
- Are self-governing
- Control entrance into the profession

Teaching is a profession which meets these general criteria, with the exception that its members are not self-governing nor do they have control of those who enter the profession. Being part of a profession has considerable advantages for a person. Among the advantages are these:

- The profession provides prestige to the person who is part of a vocation devoted to service.
- The profession provides strength through combined group efforts.
- The profession provides access to current information in your field.
- The profession promotes association with others of common interests.
- The profession supports its members.
- The profession provides opportunities for influencing legislative action through group action.
- The profession provides opportunities for activities which promote professional growth and development.

A professional person has the following characteristics:

- Possesses know-how, skills, and competence in a discipline
- Strives for self-improvement
- Participates in professional organizations
- Demonstrates loyalty to the profession, to its members, and to clients
- Adheres to standards of professional conduct
- Makes contributions to the profession
- Is informed on world affairs, community concerns, professional issues, and educational trends

CODE OF ETHICS AND STANDARD PRACTICES FOR TEXAS EDUCATORS

Professionals follow a specific code of ethics. Teachers in Texas adhere to the Code of Ethics and Standard Practices for Texas Educators which contain the following principles directing the conduct of the professional educators in the state.

Principle 1: Professional Ethical Conduct
The Texas educator should endeavor to maintain the dignity of the professional by respecting and obeying the law, demonstrating personal integrity, and exemplifying honesty.

Principle 2: Professional Practices and Performance
The Texas educator, after qualifying in a manner established by law or regulation, shall assume responsibilities for professional teaching practices and professional performance and shall continually strive to demonstrate competencies.

Principle 3: Ethical Conduct Toward Professional Colleagues
The Texas educator, in exemplifying ethical relations with colleagues, shall accord just and equitable treatment to all members of the profession.

Principle 4: Ethical Conduct Toward Students
The Texas educator, in accepting a position of public trust, should measure success by the progress of each student toward realization of his potential as an effective citizen.

Principle 5: Ethical Conduct Toward Parents and Community
The Texas educator, in fulfilling citizenship responsibilities in the community, should cooperate with parents and others to improve the public schools within the community.

CODE OF ETHICS: AMERICAN HOME ECONOMICS ASSOCIATION

The Code of Ethics for the American Home Economics Association as approved by the American Home Economics Association Assembly, June 28, 1984 is as follows:

> "A member of the home economics profession and of the American Home Economics Association shall:
>
> Maintain the highest responsible standard of professional performance, upholding confidentiality and acting with intelligence, commitment, and enthusiasm.
>
> Fulfill the obligation to continual upgrade and broaden personal professional competence.
>
> Share professional competence with colleagues and clients, to enlarge and competence.
>
> Support the objectives of the American Home Economics Association and contribute to its development through informed, active participation in its programs.
>
> Advance public awareness and understanding of the profession of home economics.
>
> Maintain a dedication of enhancing individual and family potential as a focus for professional efforts."

PROFESSIONAL ORGANIZATIONS

Professional organizations for teachers are available at local, state, regional, and national levels. They may be general, including all educators, or they may focus on specific subjects or educational assignments. Some general organizations are as follows:

- American Federation of Teachers
- National Education Association
- Association of Texas Professional Educators
- Texas Classroom Teachers Association

Home economics organizations for educators include the following:

- American Home Economics Association (AHEA)
- Texas Home Economics Association
- Home Economics Education Association
- American Vocational Association
- Vocational Home Economics Teachers Association of Texas (VHETAT)

There are also many honorary organizations which serve to recognize excellence in education. Honorary organizations include Phi Delta Kappa and Phi Upsilon Omicron.

PROFILE OF A PROFESSIONAL

A professional person carries out the following:

- Belongs to and actively participates in professional organizations
- Identifies with the profession with pride
- Works to accomplish objectives and reach goals, not to fulfill an hourly requirement
- Analyzes actions in relation to professional standards
- Recognizes professional biases and bases attitudes upon a sound rationale
- Supports the education system
- Is positive in attitude towards co-workers, students, parents, and community persons
- Keeps abreast of knowledge and developments in his or her field

- Strives for self-improvement
- Does not misrepresent persons
- Contributes to the knowledge base in education
- Maintains confidentiality regarding clients, co-workers, and the profession
- Is loyal to the profession and his or her employer

WAYS TO PROJECT A PROFESSIONAL IMAGE

Ways to project a professional image are as follows:

1. Be prepared to teach each lesson well each day.
2. Be on time, or early, for work each day.
3. Join and become active in a local professional educator's organization.
4. Dress neatly and appropriately.
5. Always speak positively about your students, co-workers, administrators, and school district.
6. Keep informed on what is happening in your field. Read the daily paper as well as material in your area.
7. Treat students fairly. Assume the role of a teacher, not a buddy. Set reasonable and appropriate expectations.
8. Follow all school rules.
9. Be conscientious and uncomplaining about assignments.
10. Be enthusiastic about teaching.
11. Maintain an orderly, well-disciplined classroom.
12. Be loyal to your students, co-workers, and school.

Chapter 11
Student Teaching

(The following information regarding student teaching was developed by Dr. Ralph Eddins, Coordinator of Student Teaching, Stephen F. Austin State University.)

Student teaching is the culminating experience of the preservice education of candidates for teacher certification. It is considered to be the final step in the process designed to prepare students to accept and perform the professional role of a beginning teacher. It is not assumed that one leaves the university classroom fully prepared to make all the many complex decisions expected of experienced teachers. However, it is assumed that student teachers possess a solid base of academically acquired preparation to support the comprehension, application, and analysis of teaching decisions.

Student teaching is designed to promote growth in ability to comprehend, apply, and analyze teaching tasks as they relate to subject content; plan instructional resources, materials, and strategies; identify learner needs; manage the classroom; and assess student progress

Under the guidance and counsel of the supervising teacher and university supervisor, the student teacher can extend the professional knowledge base, develop teaching skills, and acquire an understanding of personal teaching style and the complex nature of the role of a teacher.

PROGRAM REQUIREMENTS

Policies of Stephen F. Austin State University Teacher Education Program mandate the following standards for all student teachers:

- Assignment
  Duration of the student teaching assignment is determined by the type of certificate to be earned based on policy established by the Texas State Board of Education. Students are made aware of these requirements when selecting a program. Assignments are made in terms of specific calendar dates adequate to meet certificate requirements. The Director of Field Experiences in Education is the agent responsible for assignment of student teachers.
- Schedule
  Student teachers are required to observe the school's policy governing teachers' daily arrival and departure times. In some instances, student teachers may be expected to stay beyond required times.
- Attendance, Absence, Punctuality
  Student teachers are required to be present each day of the student teaching assignment. Absences caused by illness may require make-up days as determined by the supervising teacher and university supervisor. The standard procedure used by teachers in the school to report their absences in case of illness applies to student teachers. It is the responsibility of the student teacher to determine if the supervising teacher also prefers to be called at home before school. Student teachers will follow the same daily schedule, calendar, breaks, and holidays as the school to which they are assigned. Responsibility to approve the release of student teachers from attendance requirement is not imposed on the supervising teacher or building principal. Tardiness is professionally unacceptable. Punctuality is required whether at the beginning of the day or the start of a class period. Attitudes relating to attendance serve as a valid measure of professional interest and motivation.

PROGRAM EXPECTATIONS

Participation in student teaching involves the following significant elements that effect the quality of the professional outcomes:

1. Professional standards of personal conduct are essential. In teaching, personal conduct should reflect maturity, good judgement, diplomacy, and professionalism.
2. Relationships with students should be conducted on a professional level. All information concerning individual students is confidential. Responses to student problems should be objective

and professional; this prevents personality conflicts that tend to be counterproductive in attempts to solve the problem. Avoid attempts to identify personally with students. This is especially sensitive at the secondary level, where some students consider themselves in the age peer group of the student teacher. All students need a caring, interested, friendly, professional as a teacher, not a buddy.

3. Policies of the school are an implied contract between the student teacher and the school. This was implied when placement was requested. Make specific effort to be informed on policies and rules and comply with their requirements.
4. Personal appearance of teachers and students relates to the overall atmosphere and attitudes of the school as a whole. This is one of many complex factors that affects personal pride, learning climate, and effectiveness of the school. Most schools have an identifiable position on dress and appearance for students and for teachers. This position is usually reflected in a written dress code for students and an unwritten dress code for teachers. The dress code for teachers respects the student dress code. The student teacher should inquire about the dress code for teachers on the first visit to the school.
5. Orientation to the student teaching situation requires initiative on the part of the student teacher. Although the supervising teacher will provide helpful information for orientation, responsibility for acquiring complete understanding of all elements of the situation rests with the student teacher. The student teacher should ask questions. The time period for orientation will vary among teaching assignments. In any case, it should provide time for the student teacher to become acquainted with the instructional situation. This does not suggest that the student be a passive observer. There are numerous opportunities for active participation during the period of orientation which include the following:
   - Observe student behavior, responses, progress, and needs; classroom procedures; and instructional content, resources, and strategies.
   - Get acquainted with school policies and proceedings, building faculty and staff, and location of instructional resources.
   - Make a seating chart for each class, check roll, learn students' names, direct other routine activities that require appearance before the entire class.
   - Assist with individual and small group instruction (tutoring).
   - Plan with the supervising teacher to identify the content and schedule for assuming teaching responsibility. Identify resources and strategies for unit and lesson plans.

   Student teachers who have two separate placements may effectively accomplish orientation for the second placement in less time, especially if the assignments are in the same building.

ASSUMING TEACHING RESPONSIBILITY

After the period of orientation, the student teacher will assume responsibility for classroom instruction. Usually beginning with one class per day and gradually increasing to the teacher's full day for a period of time is possible. Suggestions for assuming teaching responsibility are as follows:

1. Adequate time should be devoted to planning. The supervising teacher will insist on thorough planning and will review and approve all lesson plans. Apply understanding of lesson design required in methods courses. Experienced supervising teachers may not use formal planning to the extent presented in methods courses. Student teachers need the more formal planning to gain security and provide a means by which to analyze instructional outcomes.
2. Become thoroughly familiar with the traits and needs of each individual student.
3. Search out all possible materials and aids that might enhance instruction.
4. Provide a variety of experiences through instructional activities.
5. Be especially aware of the quality of English usage in speaking and writing.
6. Make plans for classroom management as thorough as the plans for instructional content and strategy.
   - Establish learning as the serious expectation.
   - Accomplish routine tasks quickly.
   - Begin the lesson immediately.
   - Avoid distractions — "bird walking".
   - Keep students on task.

Figure 11.1 and figure 11.2 contain additional information useful to the student teacher.

SUPERVISION

The Supervising Teacher

The presence of a student teacher in the classroom should in no way lessen the effectiveness of instruction. This requires cooperative efforts of the student teacher and supervising teacher. The supervising teacher should be responsible for the following:

1. Assign responsibility for units well in advance. Require careful planning and preparation of materials. Review and approve all plans.
2. Observe and critique lessons. Give the student teacher constructive suggestions.
3. Leave the room on planned occasions to allow the student teacher to assume responsibility and function independently.
4. Plan instruction to use the service of both the supervising teacher and student teacher in some cases.
5. Hold informal conferences regularly to give the student teacher specific suggestions and feedback. Evaluation will be continuous.
6. Keep the university supervisor informed on progress and problems. Communication should be open at all times.
7. Make decisions relating to school or university policy, inadequate performance, or behavior of the student teacher jointly with the university supervisor with the approval of the principal.
8. Participate in final evaluation.

The University Supervisor

The university supervisor is responsible for cooperatively working with the teacher and building principal to provide a quality experience for the student teacher. This service is in the nature of advising, counseling, suggesting, evaluating, and providing ideas and resources. Decisions relating to university requirements rest on the university supervisor. The university supervisor is responsible for the following:

1. Inform the student teacher prior to student teaching of performance expectations, visitation procedures, and evaluation instruments.
2. Contact the supervising teacher prior to the arrival of the student teacher regarding expectations, visitation procedures, and evaluation instruments. Contact will be by personal visit, telephone, or letter.
3. Inform the student teacher and supervising teacher of home phone, office phone, office hours, and mailing address.
4. Plan visits with the supervising teacher and student teacher. Plan visits around the classroom schedule.
5. Observe the student teacher in as many different teaching situations as possible.
6. Confer with the student teacher and supervising teacher following each visit for evaluation.
7. Hold a final conference with the supervising teacher and student teacher to discuss overall evaluation recommendations.

EVALUATION

Evaluation is a continuous process. The student teacher should solicit immediate feedback on the teaching performance. The student teacher appraisal instrument will be used for periodic and final evaluation. The final evaluation becomes an important record of the quality of the student teaching performance.

The supervising teacher and university supervisor participate jointly in the final evaluation. A copy of the evaluation document is mailed to the student teacher, and another copy is forwarded to the university placement office as a recommendation. The original evaluation document is placed in the student teacher's certification file. For the transcript record, a pass-fail designation is used.

Student teaching is a professional experience and requires a serious professional attitude and dedicated performance. Student teachers should expect to be judged and recommended on these terms.

Schedule Form for Student Teachers

Complete this form, and give to your supervising teacher before beginning student teaching.

Student Teacher _____

Present Address _____

Telephone _____

School Address _____

School Telephone _____

Supervising Teacher _____

Principal _____

Period	Class	Time
1		
2		
3		
4		
5		
6		
7		

Indicate with one asterisk the first teaching responsibility. Place two asterisks beside the second class responsibility.

Figure 11.1

Student Teaching Experiences

I. Orientation
   A. Review the following:
      1. Campus Plan
      2. Facilities
      3. Home Economics Program
      4. Resources for Teaching
   B. Meet the following:
      1. All Home Economic Teachers
      2. Principal
      3. Vocational Director
      4. Staff

II. Activities
   A. Attend the following:
      1. Home Room
      2. Assemblies
      3. Faculty Meetings
      4. Parents' Nights
      5. Advisory Councils
      6. In-Service
   B. Participate in the following:
      1. Total Home Economics Program
      2. All Home Economics Teacher Responsibilities
      3. Home Economics Department Recordkeeping and Reporting
      4. Parent/Guardian Contacts
      5. FHA/HERO Activities
      6. Shopping for the Department

III. Service and Maintenance
   A. Assume responsibility for the use of any classroom you use:
      1. Seating Arrangements
      2. Temperature Control and Lighting
      3. Visual Aids
      4. Order
      5. Closing for the Day

IV. Instructional Program
   A. Plan and teach two complete units.
   B. Assume the following teaching responsibilities:
      1. Observe supervising teacher for one week. Assist in tutoring, recordkeeping, grading, etc.
      2. In the second week, begin teaching one class and continue with it for the entire experience.
      3. In the third week, assume responsibility for teaching a second class.
      4. Teach the entire assignment for the supervising teacher for one full week.
      5. Continue to observe at least one class per day.
      6. Observe home economic teachers who have assignments which differ from that of your supervising teacher, especially teachers of job specific courses.
   C. Become familiar with instructional materials:
      1. Teaching Aids
      2. Student Occupational Activities
      3. Department Budgets, Records, and Reports

V. Conferences
   A. Confer daily with the supervising teacher; discuss lesson plans as they are developed.
   B. Confer with the university supervisor on scheduled visits and at any time when there is a need.

Figure 11.2

Chapter 12
Supporting Articles

CLASSES FOR OUT-OF-SCHOOL STUDENTS
by Barbara A. Holt

The main purpose of classes for out-of-school students, or nonformal education, is to provide information and skills for use in daily life. Participants do not receive academic credit for the classes, nor are they required to complete a specified course of study. Usually they do not seek any type of certification for future use, rather they seek information for immediate use. Adults who attend a nutrition course in the evenings to learn to lose weight, home owners who view a television program to learn techniques for weather-proofing their homes, and young people who gather on a Saturday morning to develop babysitting skills are participating in nonformal education.

Formal and nonformal education differ not only in purpose but also in organization. In formal educational settings, students come to teachers after being enrolled or registered as a part of an educational organization — public school, university, etc. In nonformal education, it is often necessary for the teacher to recruit the students from the general public. Classes may be held in a traditional class setting or via radio, television, or some other media.

Nonformal education opportunities are open for secondary school vocational teachers through special funds targeted at specific audiences such as displaced homemakers, immigrants, school dropouts, and pregnant teenagers. The state director of Vocational Home Economics Education will be able to provide information regarding how home economics teachers may initiate such programs.

Home economics educators may find opportunities for teaching through the Agriculture Extension Service, through business and industry, through youth and professional organizations, and as free-lance teachers. International agencies, such as the Peace Corps, have interesting positions open for home economists with skills in teaching, if they want to work in other countries. Nonformal education offers the home economist a creative and challenging way to work with a variety of people with various needs.

The actual teaching of the classes in a nonformal program is a step in a lengthy process which begins long before students arrive for classes. The process includes determining what information may be useful to what audience, setting a plan of action, obtaining resources to carry out the plan, attracting students, conducting classes, and finally, evaluating the entire process.

Planning nonformal home economics educational programs offers an opportunity for creativity that may be lacking in more formal approaches. Nonformal education can be designed to meet very specific needs of clientele rather than to meet the requirements of a set curriculum. Nonformal education gives the home economics teacher a chance to be responsive to students in a way not possible when more formal, externally set educational objectives are being addressed. Although the approaches to nonformal education are as varied as the groups served, the concepts taught, and the teachers responsible, some basic procedures usually are followed. Five steps are basic to the nonformal educational process.

Assess Needs

The first step in designing a nonformal education program is to assess needs. A need may be based on a problem, a situation, or perhaps an interest. Assessing needs involves identifying the problem or interest, as well as the concerned audience.

The home economics teacher may be approached by individuals or groups with a request for a course, the home economist may recognize a need or interest, or a variety of techniques may be employed to assess needs and interests. Among those techniques are as follows:

- Polling the Home Economics Advisory Council for suggestions

- Surveying popular literature and local media for current interests
- Reading news reports, census data, magazines, daily newspapers, and news magazines to obtain ideas for classes
- Making formal surveys by means of questionnaires, door-to-door, and telephone
- Making newspaper announcements with printed response forms
- Airing radio and television announcements with requests for responses

Design the Plan

Once needs are identified and an audience is targeted, a plan of approach must be made. Decisions at this stage are concerned with objectives of the program, concepts to be taught, student activities to be provided, timing, facilities, and promotional activities. Once the purpose of the program is clearly determined, specific objectives must be set. Objectives serve as aids in interpreting the program, and they provide a basis for evaluating the program.

After objectives are clearly identified, concepts to be treated in the course may be outlined and activities planned. The role of the home economics educator is to plan the program, although he or she may not be the sole provider of information to the students. Calling on experts in specific areas to make presentations, to host field trips, and to provide educational materials can make a course more interesting and stimulating for students than one taught entirely by the home economics educator.

The amount of time scheduled for programs varies from course to course. Students in nonformal education have other priorities which limit the time they choose to invest in education. Length of courses and schedule of classes will be influenced by student needs and interests.

If the nonformal education program is to take place in a group setting, suitable facilities are important as is appropriate equipment. Small groups may prefer to meet in public places such as community centers, schools, or public libraries, rather than in private locations such as homes or churches. Most counties or parishes have a classroom in the courthouse which may be used for classes through the Extension Service.

Costs of programs must be considered. Fees for instructors, teaching materials, facility costs, and funds to promote the program will be needed. Sometimes it is possible for participants to pay fees which are sufficient to cover the costs of a program. At other times, costs of salaries for professional instructors and fees for use of facilities are assumed by sponsoring agencies. In these cases, student fees need only cover costs of materials.

A publicity campaign may be needed to seek participants for a course. Newspaper advertisements, a news article, television and radio announcements, and public service announcements are all excellent ways to promote programs.

The media will want type-written details of the event — who, what, when, where, and why. A press release with this information may be delivered to the media along with the name, address, and telephone number of the person to be contacted for further information. Other kinds of publicity can be targeted to more specific groups through announcements at meetings of organizations, newsletters, posters in central locations, handbills given out at shopping centers or hung on doorknobs, letters, and telephone calls. Decisions about types of publicity should be made with consideration for the target audience and their habits of acquiring information.

Secure Resources

After an educational plan has been developed, the next step is to obtain resources needed to carry out the plan. Resources may be available from agencies known to the state director of Vocational Home Economics Education; therefore, contact with the Texas Education Agency may yield funds or information on sources of funding. Sponsors and/or co-sponsors may be found with the Agricultural Extension Service, with local business and industry, with professional and philanthropic foundations, and with other educational agencies. A combination of funding sources may be used. One agency may supply a cash grant, another may provide teaching materials or resource people, and a third may provide facilities or transportation. The Advisory Council can be helpful in suggesting creative uses of the resources available in a local community.

Any organization approached for resources will want to see a written proposal for the project. A project proposal consists of a concise description of the idea and details about how it can be implemented. A project proposal should begin with a short statement illustrating the need for the program. A proposal will include the purposes of the project and its specific objectives, the target clientele, course content and activities planned, details of implementation, means of evaluation, and a budget.

A one-page cover letter to the person in the funding agency responsible for receiving proposals should be attached to the front of the proposal. The letter should explain why the agency might be interested in supporting the program and briefly state exactly what is being asked of them. The cover letter may need to establish the legitimacy of the home economics educator. Citing training and past experiences, giving references, and showing ties to existing educational programs are some ways to accomplish this.

The process of securing resources may take months. Therefore plenty of time must be allowed for this phase of the process. If one agency declines support, alternate sources may be contacted.

Implement the Plan

With resources in hand, the educator is ready to put the plan into action. Implementation includes acquiring participants and organizing and starting the class. At this point, the educator may want to establish a time line for completing the plan.

Publicity for a program should be provided well in advance of the class. If students are to preregister, they should have access to application forms. A list of names, addresses, and telephone numbers should be developed so that necessary contact may be made with persons prior to the first class meeting. For example, students need to be advised if they are to bring materials, supplies, etc. to the class.

Reservations must be made for classroom space, and arrangements must be made for equipment needed. Resource people need to be contacted with details for their participation, reference materials for students must be prepared for distribution, and plans must be made for a day to day accounting of financial expenses of the program.

As the class begins, the teacher should keep in mind the needs of students. For example, providing refreshment breaks may meet socialization needs. On the other hand, students must feel that they are not wasting time, so presentations must be punctual and practical. Participants may have experiences that can add depth to the class. However, problems of individuals must be deferred to nonclass time if they are not representative of the group as a whole.

As many participatory methods as possible should be planned for nonformal classes. Involvement maintains interests. If the group meets more than once, individuals may be given tasks to perform between sessions. This gives students a vested interest in the success of the course. Involvement and participation of everyone is important to strengthening student commitment.

Principles of effective teaching practices apply in nonformal education as well as in formal classes, but the educator will do well to remember that students cannot be required to perform activities or even to stay in the class; therefore, motivation and persuasion techniques are extremely important. The way the teacher responds to student needs is the ultimate test of the success of the program.

Evaluate

Determining the extent to which student needs have been met is the purpose of evaluation in the nonformal education program. Results of evaluation can serve to show funding agencies how well their resources were used. Evaluation may also indicate to the educator how well the event was planned and implemented.

The most obvious evaluation criterion is enrollment and attendance. Normally a drop in attendance will occur as the class progresses; however, if two-thirds of the students remain with the course, it can be considered to be successful. In a financial sense, the course may be judged a success if expenditures were covered by income or in some instances the sponsors of a course may want to make a profit.

The educator will, of course, want to determine if objectives of the course were met. For individual students, the course can be considered successful if needs were met. Information may be collected through a simple evaluation form completed at the end of the class, or participants may complete a mailed questionnaire at a later date. More specific information may be obtained by comparing pretests and post tests or by using evaluation instruments such as checklists and rating scales.

Giving students final grades is not appropriate in nonformal education, but students will want to know how they are progressing in class. Progress may be shown through self or peer evaluations and through teacher feedback. Comparing one student with another is not productive, primarily because students come with such diverse preparation and goals and also because nonformal education is not meant to be competitive.

Continual evaluation is an important part of nonformal education and must be built into all stages of the process. Because of the flexible nature of nonformal evaluation, it is possible to respond immediately to indications that plans are not going as well as they might. Evaluation may help educators improve planning and teaching skills.

CRITICAL THINKING SKILLS

by Beth Hamer, Ed.D., C.H.E.
Teacher Educator, University of Montevallo

Chet Meyers's book, *Teaching Students to Think Critically*, tells of a college course in basketball that would make most people smile. Students are required to spend all of their time learning basketball terminology, studying play diagrams, and watching videotapes of professional teams running plays. For the final exam, students are expected to play a competent game of basketball and maintain a shooting average of 50 percent. Impossible? Yet this is what happens in classrooms across the country when teachers spend most of their time lecturing and then testing for memorization of material and expecting critical thinking in a final term project.

Could this same humorous model be applied to the home economics classroom? Do teachers teach students a food preparation method such as yeast rolls and never help them explore the relationships of leveling agents to chemistry and other food preparation methods? Some teachers expect students to independently learn to think critically as a natural process, whereas students generally learn key concepts, then work with them in real problem situations, and relate them to previous learning.

Critical thinking is a major movement of education in the eighties. These are really "old ideas revisited." The Socratic method of questioning goes back to Grecian culture and to John Dewey's "learning through experiences" first presented in the 1920s. Many authorities outside the field and within the field of home economics have addressed this topic. Here we will assess the topic and explore what the term means, review how teachers go about teaching these skills, and identify the barriers to teaching for critical thinking. Is "critical thinking" just a new buzz word in educationese? No, because teaching students to think is to make learning applicable to life outside the classroom!

Definition

There are a number of definitions for critical thinking; however, the one used in this paper comes from Brown and Paolucci who said:

> Critical thinking is a critical spirit or attitude...the disposition to compare claims or arguments against another, weigh evidence and form conclusions based on sound reasons rather than authority, expediency, whimsy, tradition, or irrational compulsions.

Based on this definition, one approach for teaching is questioning. In development of learning strategies, one imperative is the use of questioning as a teaching strategy. Giving information, such as lecture, is less effective than holding open ended discussions. Karen Roe stated that three dispositions are essential for critical thinking: open mindedness, skepticism, and the desire to search out information.

Critical thinking is often closely associated with skill development. McGrath stated that there may be a question on whether one can teach thinking, but teachers can offer opportunities for students to think critically. Students can be offered opportunities to write; often people do not really think until they have written their opinions.

Kinsey Green reminded educators that the essence of critical thinking skills is problem solving and decision making. Learning strategies designed to collect facts, make a position statement, then argue for this position illustrate Green's view of teaching for critical thinking.

Criteria

Although there are no prescriptions for teaching critical thinking, these basic criteria emerge as encouragement for critical thinking:

- Open, accepting atmosphere
- Teacher as a facilitator — not an information giver
- Writing as a precursor to thinking
- Less emphasis on covering content
- Questioning
- Flexible time table

Upon examination of these criteria, one may see that a great deal of the success of these strategies will depend on the teacher's attitude. Teachers must be willing to risk opening the class to controversy and to the acceptance of student thinking. Teachers may no longer see themselves as "in control." Students will not feel free to explore ideas if the ideas are readily rejected or demeaned.

Some students are verbal and others are not, but all students must be encouraged to participate. With open-ended participation, student writing is a key. Thinking is clarified when students write. Students are often insecure about writing because they have had only limited experience. Students should be encouraged to view writing as a process including planning, drafting, rewriting, editing, and rewriting. Teacher and peer input often result in superior products. Many school settings are now involved in a "writing across the curriculum" movement. Some experts have determined that thinking and writing are so closely intertwined that they cannot be separated.

When a classroom is restructured to encourage critical thinking, content and the completion of the book or courses of study outlined by states become less important. Some teachers and administrators have trouble with this approach, yet reflective teaching which encourages student input and questions is essential for critical thinking.

The Teaching Professor

Instructors are often criticized because they do not ask questions that require students to think. They ask factual questions that are answered from memory. The question "why" helps student go beyond the facts. Higher order questions force student to go beyond facts for answers. Weimer reported that many authors have identified six thought-provoking questions:

- Ask for evaluations: Which of the two cartoons do you believe best depicts American family life today?
- Ask for inferences: Why does wet laundry hung on a clothesline dry faster on a hot day than on a cool day?
- Ask for comparisons: Is mercy killing the same as euthanasia?
- Ask for application of concepts or principles: Can food preservation help low income families?
- Ask for problem solving: Can you prove that this advertisement is factual rather than fraudulent?
- Ask for cause and effect : What happens to fruits when they are dried?

Flexible classroom procedures and flexible instructional leadership are prerequisites for success. Critical thinking takes time and may lead into new directions. Teachers who are uncomfortable with this atmosphere and with covering less content per class period will have a greater adjustment to make in using critical thinking.

Barriers to Teaching Critical Thinking

There are some barriers that impede the development of critical thinking skills. These barriers are as follows:

- Students themselves
- Evaluation methods
- Content outline coverage
- Time-consuming strategies
- Supervisor's lack of understanding
- More teacher preparation.

In reviewing these basic obstacles, the students may respond negatively. They may be accustomed to being spoon-fed, to taking notes, and to responding to objective tests. The questioning, writing, thinking approach is a significant change for some. Students must feel comfortable in sharing their opinions and ideas for the strategy to work.

Evaluation methods that call for objective tests that can be graded quickly do not always assess critical thinking skill development. Essay questions with problem-solving items are more appropriate for the method. Subjective judgement may not seem as fair to teachers when they have generally used objective evaluation.

Most states provide content outlines and courses of study. Teachers will not be able to cover as much content when opening the class to questioning and to critical thinking. It is comforting to know students will not remember all of the content anyway but will utilize the critical thinking, decision making, problem solving skills for a lifetime.

Thinking, drafting, rewriting, peer review, discussion, and searching for information are time consuming strategies. Teachers must be dedicated and convinced that this is a better way to learn.

Administrators may not be open to these strategies. Test scores, content lesson plans, and course outlines will be significantly altered to accommodate the new strategies. Students may perceive the class as easy because they have less volume in note taking and fewer memorization tests.

Finally, teachers may have more preparations each day because critical thinking does not lend itself to classes progressing at the same rate. Two introductory classes that have the same concept may venture into different directions and/or proceed at a different pace.

Resources

Several curriculum/resource materials have been cited for their ability to stimulate critical thinking. Those most often referred to in the literature include the curriculum guides from Ohio, Wisconsin, and Minnesota. One computer based program for Apple Computers published by Sunburst is titled, "Problem Solving Skills." For years, the Future Homemakers of America have published materials that encourage decision making. The FHA/HERO national projects stimulate the application of basic content principles into action. There are, of course, many other materials available to be used by teachers who seek to teach critical thinking skills.

References

Meyers, C. 1986. *Teaching students to think critically*. San Francisco: Jossey-Bass Publishers.

Brown, M., and B. Paolucci. 1979. *Home economics a definition*. Washington, D.C.: American Home Economics Association.

Roe, K. 1979. A teacher's view of teaching for critical thinking on home economics. *Illinois Teacher* March/April.

Lott, J. 1987. Response to Dr. McGrath. *The Professional Educator*. Vol. 10, Number 2.

Green, K. 1988. Teaching critical thinking in home economics: Frontiers to be conquered. *Illinois Teacher*. March/April.

Weimer, M. 1988. Questions: Making learners think. *The Teaching Professor*. Vol. 2, Number 5.

STUDENTS WITH SPECIAL NEEDS

Historically in our society, individuals with special needs have been isolated and treated with indignity. Their educational needs have gone unrecognized or have been ignored. In recent years, however, as part of a new sensitivity to a variety of social problems, there has been an increasing emphasis on providing educational programs and services for special needs populations. Prior to the 1960s, more than half of the eight million U.S. children with handicaps were not receiving the educational services they needed. An estimated one million were excluded completely from the nation's public education system.

Since 1960, a wave of federal legislation has been passed which has helped to ensure the educational and employment rights of students with special needs. The major federal laws relating to special needs populations include the following:

- Vocational Education Act of 1963
  The first federal legislation to recognize that people with special needs require special services; authorized, but did not mandate, the use of federal funds for special needs programming.
- Civil Rights Act of 1964
  Provided a foundation for all victims of discrimination to seek redress.
- Education Amendments of 1968
  Earmarked federal funds to provide vocational education for handicapped and disadvantaged students; encouraged mainstreaming (regular program placement) of special needs students.
- Education for All Handicapped Children Act of 1975
  Provided massive federal funding to ensure an appropriate education for all handicapped youth, ages three to twenty-one; required placement in the least restrictive environment.
- Education Amendments of 1976
  Increased federal funding for vocational special needs education; required the elimination of sex discrimination in vocational education.
- Carl D. Perkins Vocational Education Act of 1984
  Mandated special funding for vocational education programs and services for handicapped and disadvantaged students, students with limited English proficiency (LEP), and other special needs populations; authorized federal funds to improve the effectiveness of consumer and homemaking education and to reduce the limiting effects of sex-role stereotyping.

In addition to federal legislation, many states have passed laws related to the education of special needs students. While compliance with the law is important, there are other reasons why teachers must be prepared to work effectively with special needs learners. From a moral perspective, teachers have a professional responsibility to assist all learners in reaching their potential and becoming participating, productive members of society. From an economic viewpoint, society benefits when individuals with special needs are educated so that they are self-sufficient and employable.

The United States spends 114 billion dollars annually to support disabled citizens. It is estimated that it costs $20,000 to educate a handicapped child but $200,000 to provide services and benefits over a lifetime to a handicapped adult who is not educated. Research shows that the earlier intervention is started, the greater the achievement of the individual and the greater the economic benefits to both the individual and society.

Special needs learners, like other students, need both life skills and job skills. Therefore, they frequently are placed in home economics and other vocational education classes with "regular" students. This process is known as mainstreaming. As increased numbers of special needs students are mainstreamed into home economics classrooms, teachers are challenged to meet the unique needs of these learners. Teachers must have a clear understanding of the characteristics and abilities of special needs populations. It often is necessary for the teacher to modify the curriculum and adjust the learning environment. He or she also must select instructional strategies that best match individual learning styles and abilities.

Handicapped Learners

Students with handicaps are individuals who have a mental, emotional, or physical disability which prevents them from succeeding in a regular classroom without special assistance. Included in this group are students who are mentally impaired, hearing impaired, speech impaired, visually impaired, seriously

emotionally disturbed, orthopedically impaired, other health impaired, and students who have specific learning disabilities. Students who have more than one disability are identified as multihandicapped.

Mentally Impaired Learners

Students who are mentally impaired are characterized by restricted intellectual ability. There are four levels of mental impairment: mild, moderate, severe, and profound. Mildly mentally impaired learners are those whose rate of intellectual development is approximately forty-five to seventy-five percent of that of the "normal" population. These students can be expected to achieve academically at a sixth-grade level. They can be mainstreamed successfully at the secondary level. Moderately mentally impaired learners have a rate of intellectual development that is approximately twenty-five to fifty percent of that of the "normal" population. These students respond slowly to education but are able to develop survival skills and functional vocabulary. Severely and profoundly mentally impaired learners are rarely placed in regular classrooms but are educated in segregated programs or institutional settings.

A learner who is mentally impaired may have some of the following characteristics:

- Poor self-concept
- Difficulty in coping with academic and social demands
- Short attention span
- Easily distracted
- Difficulty in developing relationships
- Poor reading and math skills
- Delayed language development
- Restricted vocabulary
- Impulsive behavior

It is important to remember that students with mental impairments (and other special needs students as well) have the same basic social and emotional needs as other students. Each student is a unique individual, and not all general characteristics will apply to any one student.

Hearing Impaired Learners

Hearing loss can range from an almost unnoticeable impairment (mild) to a total inability to hear (profound). Students who are hard of hearing have difficulty hearing and understanding speech. Often they can benefit from the use of hearing aids or other amplification devices. A person who is deaf is unable to hear and understand speech even with amplification. Based on the amount of hearing loss and when it occurred, students who are hearing impaired also may have varying degrees of difficulty in developing language, speech, and communication skills. However, hearing loss does not appear to affect intelligence when it is measured by performance-based tests rather than standardized verbal tests. Hearing impaired learners may have some of the following general characteristics:

- Problems in language and speech development (particularly for those born deaf)
- Personal and social adjustment problems (particularly for those who become deaf later in life)
- Negative self-concept
- Difficulty in developing relationships
- Tendency to be demanding and insensitive to the feelings of others
- Socially immature
- Difficulty in functioning in groups
- Inattentive or withdrawn
- Low reading level
- Failure to respond when spoken to

Speech Impaired Learners

The term "speech impaired" includes a broad range of communication disorders such as stuttering, articulation disorders, and voice disorders. Most individuals with a speech impairment have normal intelligence. They may exhibit some of the following general characteristics:

- Negative self-concept
- Lack of confidence

- Difficulty in forming relationships
- Tendency to avoid social interactions
- Low reading level
- Limited vocabulary
- Lack of motivation to learn

Visually Impaired Learners

Visual impairments range from a mild loss of vision to total blindness. A visual impairment can affect speech and language development, motor coordination, and social development. Visually handicapped learners may have some of the following general characteristics:

- Problems with space and depth perception (for those blind from birth)
- Personal and social adjustment problems (for those who become blind later in life)
- Low self-esteem
- Sensitivity to light
- Tendency to avoid social interaction
- Difficulty with tasks requiring eye-hand coordination
- Low reading level
- Illegible writing
- Poor language and speech development

Seriously Emotionally Disturbed Learners

"Seriously emotionally disturbed" is a mentally handicapping condition characterized, to a marked degree and over a long period of time, by inappropriate behavior for the circumstances in which it occurs. It includes a wide range of disorders. Among the most severe are schizophrenia (loss of touch with reality) and autism (withdrawal and lack of interest in others). Seriously emotionally disturbed learners may have some of the following characteristics:

- Aggressive and disruptive behavior
- Hostility
- Hyperactivity
- Frequent mood changes
- Withdrawal
- Pervasive depression
- Inability to learn which cannot be explained
- Inability to build and maintain relationships
- Impulsive, unpredictable, or explosive behavior

Orthopedically Impaired Learners

Orthopedic impairments include muscular and orthopedic disabilities. Some of the common causes of orthopedic impairments are congenital anomaly, disease, amputation, cerebral palsy, muscular dystrophy, and spinal cord injuries. Most orthopedically impaired learners have limited mobility which is an obstacle to normal physical activity. The personal characteristics and abilities of learners in this group vary greatly, depending on the type and degree of the physical disability. For some impairments, there may be accompanying physical and psychological problems.

Other Health Impaired Learners

Other health impairments include chronic and acute health problems such as a heart condition, diabetes, asthma, hemophilia, and seizure disorders (epilepsy). The degree to which these conditions adversely affect a student's educational performance varies widely.

Learning-Disabled Learners

The term "learning disabled" means a disorder in one or more of the basic psychological processes involved in using language — written or spoken. A learning disability may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Learning disabilities

include such conditions as perceptual handicaps, brain injuries, and dyslexia. Learning-disabled students usually have average or above-average intelligence. They may exhibit some of the following characteristics:

- Negative self-concept
- Immaturity
- Impulsive behavior
- Problems with language development
- Short attention span
- Hyperactivity
- Problems understanding written or verbal instructions
- Poor writing skills
- Discrepancy between academic ability and performance

Most handicapping conditions limit or distort the student's ability to receive, process, or act upon information. Students receive information through three channels: the visual channel, the auditory channel, and the tactile-kinesthetic or touching channel. If one channel is limited or blocked, the teacher must ensure that the student can receive information through another channel. Students with vision problems, for example, need to receive information through hearing or touching. For a student with a hearing loss, the teacher should face the student when speaking, seat the student near the front of the classroom, and provide visual reinforcement.

Teachers can make information easier to process by breaking it down into small steps and teaching one step at a time. Repetition also can assist handicapped students in processing and recalling information. Another strategy for students with processing problems is to present the information in each student's best processing channel. If the student processes best by seeing, the information should be presented visually; if by hearing, it should be presented audibly; and, if kinesthetically, the student should have hands-on experience.

Students with physical disabilities or speech impairments may have difficulty acting upon information once they have received and processed it. Their bodies will not do what they want them to do; their speech will not come out as intended. Because performance usually is used to measure student progress, it may be necessary for teachers to adjust their expectations to be consistent with the individual student's performance capabilities. Goals for student performance must be both challenging and realistic.

Instruction for learners with handicaps should be learner-centered. According to the Education for All Handicapped Children Act of 1975, a written individualized education plan (IEP) must be developed for all handicapped students. The IEP requires coordinated planning to ensure that each student receives an education appropriate to his or her needs. The planning team, known as the Admission, Review, and Dismissal (ARD) Committee, consists of administrators, teachers, one or both of the student's parents, and special education support personnel. When a handicapped student is to be mainstreamed into a "regular" classroom, the receiving teacher serves as a member of the ARD Committee.

The tasks of the teacher are first, to understand the student's problem, and then, to individualize instruction to fit the problem. For nonhandicapped students, individualized instruction is an option; for students with handicaps, it is a necessity. The following are guidelines which home economics teachers can use to help meet the needs of handicapped learners:

- Focus on developing the students' abilities, not on their disabilities.
- Give students opportunities for success.
- Reward students' progress.
- Treat students with respect.
- Communicate acceptance.
- Build confidence and self-esteem.
- Be flexible and patient.
- Use a variety of teaching strategies.
- Use as many different senses as possible.
- Use various forms of media.
- Avoid constant criticism or unwarranted praise.
- Teach by demonstration when possible.
- Break complex procedures into smaller tasks.

- Allow practice time.
- Provide immediate feedback.
- Use flexible pacing.
- Reinforce basic skills.
- Use peer tutors and volunteers to provide individual instruction.

Disadvantaged Learners

Students who are disadvantaged typically come from families without educational goals. They have backgrounds which foster low self-esteem and underachievement. Academically disadvantaged students score below the twenty-fifth percentile on standardized achievement tests and have grades which fall below a 2.0 on a 4.0 scale. They may have a history of failure in school. Economically disadvantaged students come from families which have incomes at or below the official poverty level. They may live in economically depressed neighborhoods. The general characteristics that disadvantaged learners may exhibit are as follows:

- Negative attitude toward school
- Low self-esteem
- Underachievement
- Lack of motivation
- Poor foundation in basic skills
- High rate of absenteeism
- Lack of career goals
- Poverty
- Poor health and nutrition

The following guidelines will help teachers work effectively with disadvantaged learners:

- Seek to understand the student's background.
- Provide students with positive role models.
- Provide structure and discipline.
- Communicate high expectations.
- Stress the importance of finishing school.
- Help students establish good work habits.
- Use a variety of teaching strategies.
- Provide immediate reinforcement.
- Teach employability skills.
- Reinforce basic academic skills.
- Build confidence and self-esteem.
- Help students establish career goals.

Limited English Proficient Learners

Students identified as limited English proficient (LEP) include those who were not born in the United States and whose native language is not English, and students who come from environments where a language other than English is dominant. It is estimated that there are twenty-eight to forty-four million people living in the United States who speak a native language other than English. Officially, the United States has the fourth largest Spanish-speaking population in the world (fifteen million or 6.4 percent of the total population). Asian Americans number nearly four million, about two percent of the population. In Texas alone, it is estimated that there are more than 600,000 LEP students.

Some LEP students may be enrolled in an English as a Second Language (ESL) program or in a comprehensive bilingual education program. The goal of ESL instruction is to teach English language skills to LEP students. It is an integral part of bilingual education but also is used in programs where English is the only language of instruction. On the other hand, the goals of a comprehensive bilingual education program include language development in both English and the native language. LEP students enrolled in a comprehensive bilingual education program are taught in their native language while they learn the English language. Eventually, these students are able to succeed in an English-only classroom. They also have an opportunity to develop a positive identity with their cultural heritage and an appreciation for American culture.

Bilingual instruction is seen by experts as more effective for LEP students than the ESL approach alone. There are several reasons for this. First, people learn more effectively in the language they know best. Second, development of the native language facilitates the learning of a second language. Lastly, concepts and skills learned in one language are transferable to the second language. For example, a student who learns nutrition concepts in Spanish does not have to re-learn these concepts once he or she becomes proficient in English.

Students who have limited proficiency in English come from diverse cultural and academic backgrounds. Some are highly literate and well-educated. Others have poor academic skills and lack proficiency in their own language as well as in English. Many who speak English and understand spoken English are unable to read and write in the English language.

LEP students share the common characteristic that English is their second language, and they typically need special assistance to succeed in educational programs. Other characteristics that LEP students may exhibit include the following:

- Live in homes where a language other than English is dominant
- Have been victims of social and cultural discrimination
- Perceive themselves as inferior
- Find school a traumatic experience
- Are potential dropouts
- Have a high rate of absenteeism
- Receive poor grades
- Have cultural and family values that differ from typical American values

Home economics teachers, who rarely receive specific training for teaching LEP students, may find working with this population quite challenging. The following guidelines can assist teachers in meeting this challenge:

- Find out as much as you can about the student's culture.
- Show respect for cultural diversity and encourage students to do so.
- Be sensitive to the student's language, cultural, and esteem needs.
- Use demonstrations and hands-on experiences when possible.
- Use visual reinforcement.
- Label equipment in both English and the native language.
- Supplement textbooks with study guides and tape recordings.
- Check often for comprehension.
- Use simple vocabulary.
- Provide students with lists of critical vocabulary.
- Keep homework assignments short.
- Allow extra time for tests and written assignments.
- Encourage the use of bilingual dictionaries.
- Work closely with LEP support personnel.

Multicultural Education

Multicultural education is designed to instill within students a positive identity with their own cultural heritage, an appreciation of cultures other than their own, and a general respect for cultural diversity. Multicultural education is an essential component of bilingual education but is advantageous for all students. It helps students understand their own culture better, while at the same time, helping them learn how to get along with people from other countries. Learning to understand and appreciate other cultures is one mark of a well-educated person.

Home economics subject matter offers many opportunities to incorporate multicultural content. Student learning experiences can be enriched by studying such things as ethnic foods, cultural differences in child-rearing practices, family customs and traditions in various cultures, and the roles of men and women in different parts of the world. The following guidelines can assist home economics teachers in addressing multicultural issues:

- Remember that different does not mean deficient.
- Avoid excessive ethnocentrism (the attitude that one's own culture is superior to all others)

- Don't impose Anglo middle-class values.
- Avoid cultural stereotypes.
- Seek to understand the cultures represented in your classes.
- Be aware of possible language barriers.
- Be aware of potential problems due to cultural differences. (For example, in some cultures, people are taught to avoid direct eye contact as a sign of respect.)
- Give students opportunities to share their cultures.
- Use textbooks and instructional materials that include multicultural content.
- Use multicultural references in tests and illustrations.
- Invite exchange students from other countries to serve as resource persons.
- Evaluate frequently to ensure that teaching materials and methods are not culturally biased.

References

Colby, C., J. Wircenski, and L. Parrish. 1987. *Vocational special needs teacher training curriculum, Volumes I & II.* College Station: Texas A&M University.

Kok, M., L. Parrish, and R. Clifford. 1979. *Including the handicapped in vocational education.* College Station: Texas A&M University.

GENDER EQUITY

Gender equity and the elimination of sexism in schools are important educational goals. It is a matter of law and public policy that schools should not discriminate on the basis of gender. The first federal law which addressed this issue was passed in 1972. Title IX of the Education Amendments of 1972 stipulated that no person shall, on the basis of sex, be denied the benefits of, or be subjected to discrimination under, any educational program or activity receiving federal financial assistance. Other major federal laws guaranteeing equitable treatment of females and males in education include the following:

- Education Amendments of 1976
  Mandated the elimination of sex bias and sex discrimination in vocational education at all levels, including the hiring and promotion of personnel.
- Carl D. Perkins Vocational Education Act of 1984
  Authorized federal funds to improve the effectiveness of consumer and homemaking education and to reduce the limiting effects of sex-role stereotyping.

Beyond the requirements of the law, gender equity in education is crucial to helping both males and females achieve their full potential. The first step toward teaching for gender equity is for educators to understand the damaging impact of sex bias and sex-role stereotyping. Some examples of stereotyped practices and their limiting effects are as follows:

- Language
  Stereotyped language is a reflection of unconscious assumptions about what is appropriate behavior for males and females. For example, generic use of masculine pronouns suggests that females are excluded from certain roles and activities. Other examples of sexist language include the following:
  - Irrelevant references to a woman's marital status or appearance
  - Portraying women as wives and mothers rather than as individuals in their own right
  - Referring to an adult woman as a girl
  - The use of nonparallel terms, such as "men and girls" or "ladies and men"
  - The use of demeaning or patronizing language (for example: "woman driver," "just like a woman," "take it like a man")
- Roles and Role Models
  Society socializes boys to be aggressive and independent, while girls are taught to be nurturant, submissive, and attractive. Boys are taught stereotyped behaviors earlier and more harshly than girls. Conforming to the male stereotype takes a heavy psychological toll. For example, boys who score high on tests of sex-appropriate behavior also score high on anxiety tests. Girls, on the other hand, are handicapped when they do not develop the assertiveness and self-reliance they need in the real world of adulthood. Both girls and boys are limited in their development by a lack of adult role models in nontraditional roles.
- Instructional Materials
  Textbooks and other instructional materials have hidden but powerful messages about female and male behavior. Instructional materials often reflect the bias of our language. The omission and underrepresentation of women denies the participation of women in important segments of society. Instructional materials that assign only rigid, stereotyped roles and attributes to men and women limit the potential of each group. Students who see themselves portrayed only in stereotyped ways may internalize those stereotypes and fail to develop their own unique abilities. On the positive side, many publishers are committed to egalitarian standards. Some have developed guidelines for the fair and balanced treatment of women and minorities, even though they are not required by law to do so.
- Teacher Expectations and Behavior
  Teachers often have stereotyped expectations of girls and boys that prevent their optimal development. The same forms of language bias found in instructional materials may emerge in the language of the classroom. Teachers reward boys for being assertive and curious but reward girls for being quiet and cooperative. They interact more frequently with boys — praising them, scolding them, talking to them, asking them questions, and years later, remembering them far more often than they remember girls. Girls are more likely to be invisible members of the classroom. They receive fewer academic contacts, less praise, and less instruction on how to do things for themselves. Some experts believe that teacher expectations can influence student behavior. The teachers' expectations may cause her or him to treat students differently, creating a pressure that encourages students to conform to what teachers expect. One example of this "self-fulfilling prophecy" is found in the achievement of boys and girls in math and science. Usually, boys are expected to do well in these areas, while girls are

expected to excel in subjects requiring verbal skills. In the early grades, the academic performance of girls in math and science is equal to that of boys. As they progress through school, however, girls' performance in math and science shows a significant decline. Girls who are gifted in these areas are far less likely to participate in advanced classes or to express an interest in math or science related careers.

- Career Counseling
  Many educators continue to reinforce cultural stereotypes of appropriate work roles for males and females. Students are limited in their exploration of personal and occupational goals through biased recruitment policies, stereotyped staffing patterns, a lack of role models in nontraditional fields, and biased attitudes of teachers, administrators, counselors, and parents. Boys are advised to enter sex-stereotyped careers, limiting their potential in fields such as child care and nursing. Many boys build career aspirations that are higher than their abilities, resulting in disappointment and frustration. Boys' lack of education for parenting and family roles makes it difficult for them to achieve success in these roles as adults. Although most of the girls in our classrooms will work in the paid labor force for all or part of their adult lives, they are taught that female career aspirations should be secondary to the primary aspirations of becoming a wife and mother. The career preparation and counseling girls receive contributes to the economic penalties which women encounter in the work place. The earnings gap between working women and men remains wide, even when adjustments are made for differences in education, experience, and job status. For example, a woman with a college degree typically earns less than a male high school dropout.

Gender equity is important to the mission of home economics — improving the quality of life for individuals and families — because it helps students reach their full potential as individuals. Gender equity encourages students to make personal and career choices based on interests and abilities rather than tradition. It strengthens families by promoting egalitarian relationships and by providing families of all types with stable sources of income. It enables society to draw upon the talents of all its citizens without the restrictions of cultural stereotypes. The following guidelines will help home economics teachers address gender equity issues:

- Don't assume that students have particular assets or liabilities simply because they are male or female.
- Avoid reinforcing cultural stereotypes of sex-appropriate behavior.
- Encourage students to develop all of their interests and abilities.
- Ensure that instructional materials and activities are of interest to both females and males.
- Use media that features males and females in a variety of roles.
- Encourage both females and males to assume leadership and decision-making roles in class and student organization activities.
- Incorporate materials that reflect family and occupational roles for both sexes.
- Include content on sharing household, parenting, and child care responsibilities.
- Remember that males may not have the broad base of knowledge in home economics that girls may have acquired at home.
- Publicize what home economics has to offer to all students.
- Educate administrators, counselors, parents, and other teachers about the crippling effects of sexism.
- Challenge sexism wherever you find it, even in your own language, attitudes, and behavior.

References

Couch, A.S. 1984. Equity in education and work. *Journal of Home Economics*. Fall 1984, 58-59.

Wysong, H.E. Reducing career barriers resulting from sex role stereotyping. Columbus: Ohio State Department of Education.

Sadker, M.P., and D.M. Sadker. 1981. The report card: The cost of sex bias in schools. Washington, D.C.: The Mid-Atlantic Center for Sex Equity.

Sadker, M.P., and D.M. Sadker. 1982. Sex equity handbook for schools. New York: Longman, Inc.

EXTENSION HOME ECONOMICS

The Extension Home Economics Program is an educational program designed to help families improve the quality of living in their homes and communities. The Cooperative Extension System (CES) of informal education was made possible by the Smith-Lever Act in 1914. The CES is a partnership of the federal government through the United States Department of Agriculture, the state government through the designated land grant university, and the county government through the Commissioner's Court in each county. The basic function of the CES, as stipulated in the Smith-Lever Act, is to provide citizens with current, reliable, and practical information on subjects relating to agriculture and home economics. Home economics is one of four major extension program emphases. The others are agriculture and natural resources, 4-H and youth leadership, and community development.

In Texas, extension home economics is a part of the Texas Agricultural Extension Service, a part of the Texas A&M University System. (Texas A&M University is the land grant university in Texas.) County extension agents are responsible for planning and conducting home economics educational programs in each county. With the assistance of the Extension Program Council and other interested groups and individuals, the county extension agent works on a county-wide basis to develop educational programs to meet local needs. The educational efforts of the Extension Service are enhanced by trained volunteers who teach youth and adults. This grassroots process of involving clientele in program development and leadership is basic to the goal of the Extension Service — to help people help themselves and others.

Extension home economics programs are offered in the areas of family relationships, child development and parenting, family clothing, consumer economics, nutrition and health, housing and environment, community development, and youth leadership. Educational opportunities are provided through organized extension groups which include the following:

- Extension Homemaker Clubs
  These groups are formed by homemakers who meet to learn. Members attend monthly club meetings where they receive training to be effective program leaders and officers. They teach, take part in discussions, and participate in community projects.
- Extension Home Economics Study Groups
  A study group is an informal organization in which members meet for a series of programs on one or more subjects. The group usually has a chairperson who provides leadership, and there may be other elected officers.
- 4-H Clubs
  4-H, the youth phase of the Extension Service, is a nonprofit educational program open to all youth, ages nine to nineteen. 4-H was originally conceived as a way to teach improved methods of agriculture. Later, the focus was changed to youth leadership development through projects related to agriculture and home economics. In recent years, 4-H clubs have been organized in urban areas, and projects have been modified and expanded to include activities that appeal to both urban and rural youth. 4-H members run their own programs with the help of volunteer adult leaders.

In addition to organized groups, extension home economists provide educational services through a variety of other methods. These methods include the following:

- Informal short courses and workshops
- Mass media (radio and television programs and newspaper articles)
- Newsletters on general and special-interest topics
- Home teaching by paraprofessionals
- Individual contacts through office visits, telephone calls, and mail requests
- Extension publications and bulletins

County extension agents are supported by a staff of specialists located at Texas A&M University and at fourteen district headquarters throughout the state. The specialists serve as a link between the county extension program and the land grant university. This structure allows citizens to benefit from the home economics research conducted by the Texas Agricultural Experiment Station, the United States Department of Agriculture, and other research organizations.

In 1985 and 1986, the Texas Agricultural Extension Service organized citizen task forces around the state to assist in identifying critical issues for extension programming. On the basis of the task force

recommendations, extension has developed long-range program initiatives to meet the changing needs of Texas families. The following six critical issues related to home economics are among those to be addressed during 1987-1990:

- Nutrition: How to determine an adequate diet for people of different ages and provide this diet safely and economically.
- Health: How to improve health through education, prevention, and the adoption of healthful lifestyles.
- Economics: How to enable families and individuals to obtain and manage the economic resources they need to achieve economic security, self-reliance, and satisfaction.
- Lifestyles: How to enable individuals and families to manage their resources to achieve personal and family goals, balance multiple role responsibilities, and adjust to change throughout the life cycle.
- Parenting: How to prepare individuals for the roles and responsibilities of parenting.
- Consumer Skills: How to reevaluate old skills and develop new skills for living within the limits of an uncertain economy.

Extension home economists are professional educators. They teach and train others to teach in a variety of formal and informal community settings. Because of their broad background in home economics and their preparation as teachers, home economics education graduates are well-qualified for professional positions in the Extension Service.

References

Texas Agricultural Extension Service. *1987-1990 long-range extension program.* College Station: Texas A&M University System.

Warner, P.D., and J.A. Christenson. 1984. *The cooperative extension service: A national assessment.* Boulder: Westview Press.

Appendix

Work Sheet

Lesson Topics	Objectives The student will:	Strategies
Personal Grooming	1.	1.
	2.	2.
	3.	3.
Garment Repair	1.	1.
	2.	2.
	3.	3.
Child Discipline	1.	1.
	2.	2.
	3.	3.
Vitamins	1.	1.
	2.	2.
	3.	3.
Housing Choices	1.	1.
	2.	2.
	3.	3.

Assigning Grades

Food Science and Nutrition

Name	Nut. Proj.	Nut. Test	Food Lab	Food Lab	Food Lab	Food Lab	Stud. Occ. Act.	Unit Test

Letter to Request Application

1100 Main Street
Smithville, TX 77777

April 1, 1988

Mr. John Doe, Assistant Superintendent
Somewhere Independent School District
PO Box 4050
Somewhere, Texas 66666

Dear Mr. Doe:

Dr. Mary Jones, teacher educator at Stephen F. Austin State University, has told me that you have a vacancy in vocational home economics. I would like to be considered for the position.

I am graduating from Stephen F. Austin State University in May, 1989, earning a B.S. degree in Home Economics with a Vocational Certificate. While at Stephen F. Austin, I was active in the Home Economics Club serving as club secretary. In addition, I had experience working with teenagers as an aide to the local 4-H leader. I am also a member of the department honor society. The position at Somewhere High School sounds very interesting to me, and I would like to talk with you about it.

If you will consider my application, please send forms to me at the above address. I am available for an interview at your convenience.

Sincerely,

Mary Smith

Letter of Inquiry

1100 Main Street
Smithville, TX 77777

April 1, 1988

Mr. Robert Jones, Assistant Superintendent
Personnel Division
Somewhere Independent School District
PO Box 4050
Somewhere, Texas 66666

Dear Mr. Jones:

Recently I received a B.S. degree in Home Economics with a Vocational Certificate from Stephen F. Austin State University. I am interested in teaching home economics in your area of the state.

May I inquire about the possibility of a vacancy in home economics in your school? If you have a vacancy, please send an application to me at the above address. If you do not have a vacancy at the present time, please place my application on file in the event a vacancy does occur.

Thank you for this consideration.

Sincerely,

Mary Smith

Letter to Request Teaching Aids

1100 Main Street
Smithville, TX 77777

April 1, 1988

Better Fabrics, Inc.
2001 Fifth Street
New York, NY 11111

Gentlemen::

Please send 30 copies of your brochure, "Understanding Fabric Finishes," to me at the above address. The brochures will be used in classes which I will present to high school home economics students.

Thank you for this service to education.

Sincerely,

Mary Smith

Scorecard for Evaluating Bulletin Boards

Purpose		
1. Serves to motivate, instruct, recognize	_____	10 pts.
2. Clearly identified in composition	_____	5 pts.
3. Appropriate for class	_____	5 pts.
Caption		
1. Presents a theme	_____	5 pts.
2. Makes major idea clear	_____	5 pts.
3. Letters artistically placed	_____	5 pts.
4. Explains the presentation	_____	5 pts.
5. Grammatically correct	_____	5 pts.
Art Principles		
1. Design suited to subject and space	_____	5 pts.
2. Color attractive and harmonious	_____	5 pts.
3. Line movement pleasing	_____	5 pts.
4. Arrangement balanced	_____	5 pts.
5. Uncluttered	_____	5 pts.
Pictures and Symbols		
1. Large enough to see across room	_____	5 pts.
2. Appropriate in size and selection	_____	5 pts.
3. Carries out major theme	_____	5 pts.
Overall Effect		
1. Creates interest	_____	5 pts.
2. Illustrates good taste	_____	5 pts.
3. Interpets home economics	_____	5 pts.
Total Points	_____	

Comments:

Scorecard for Evaluating Files

Rate each item from 1-5 using 1 for the lowest rating and 5 for the highest rating.

	Student Evaluation	Teacher Evaluation
Appearance		
1. Container neat and useable	_____	_____
2. Dividers neat and useful	_____	_____
3. Folders neatly lettered	_____	_____
4. Folder labels staggered	_____	_____
5. Folders alphabetized	_____	_____
6. Materials stabilized	_____	_____
Appropriate Area Represented	_____	_____
Materials of High Quality	_____	_____
Quantity Represents Beginning Professional File	_____	_____

Comments:

Scorecard for Evaluating Demonstration of Teaching Technique

Rate each item from 1-5 using 1 for the lowest rating and 5 for the highest rating.

Method of Presentation

1. Held attention of class _____
2. Clear, understandable _____
3. Visual aids of high quality _____
4. Report given without excessive use of notes _____
5. Speaker professional in appearance _____
6. Grammar and speech mannerisms at professional level _____

Content

1. Technique clearly explained _____
2. Technique appropriately used in lesson presentation _____
3. Guidelines for technique followed _____

Lesson Plan

1. Correct form used _____
2. All parts appropriately presented _____
3. Appropriate for class _____
4. Appropriate for chosen technique _____

Student Teaching
Log of Activities in Teaching Center

Planning _____

Teaching _____

Observing _____

Team Teaching _____

Bulletin Board _____

Developing Teaching Aids _____

FHA/HERO _____

Parent/Guardian Contact _____

Student Occupational Activity _____

Records/Reports _____

Job Specific Classes _____

Evaluation _____

Shopping for Department _____

Extracurricular Activities _____

In-Service _____

Faculty Meetings _____

School Assemblies _____

Conference with University Supervisor _____

Conference with Supervising Teacher _____

Others _____

Effective Teaching Practices

Learning Climate
Expectations for success
Feeling tone
Motivation
Level of concern
Interest

Teaching Strategies
Vary modes of presentation
Differentiate instruction
Increase meaning/rate of learning, retention/transfer
Profile clear information
Extend thinking/correctives

Time-On-Task
Academic emphasis
Rules/routines
Teacher expectations
Engaged time
Sponge activities

Feedback Techniques
Checking for knowledge/understanding
Checking for mastery
Questions and prompts
Knowledge of results
Reinforcement

Daily Report

(Fill out each class period. File in current folder. At end of week, summarize daily reports on weekly report.)

Student _____ **Training Station** _____

Week of _____ **Occupation** _____

	Hours Worked	Helped on Job	Worked Independently
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Hours worked this week: _____ Wages received this week: _____

Unit Block

Class Comprehensive Home Economics **Unit** Housing (10)

Date _____ **Teacher** _____

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Influences Needs	Types Costs	Choosing	Design	Furnishings
2	Furniture Arrangement	Care of the House	Laboratory	Repair	Test
3					
4					
5					
6					
7					
8					
9					
10					

Unit Block

Class Comprehensive Home Economics **Unit** Child Development (15)

Date _____ **Teacher** _____

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Basic Needs	Responsibility of Caregivers	Safety Needs	Development	Child Management
2	Child Guidance	Field Trip	Planning for Laboratory	Planning for Laboratory	Laboratory
3	Evaluation Replanning	Laboratory	Evaluation	Child Abuse	Test
4					
5					
6					
7					
8					
9					
10					

Unit Block

Class Comprehensive Home Economics **Unit** Family Living (25)

Date _____ **Teacher** _____

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Self Understanding	Needs	Values	Decision Making	Responsible Behavior
2	Communicating	Relationships	Friends	Peer Pressure	Management of Peer Pressure
3	Dating	The Family	Differences in Families	Panel	Family Well-Being
4	Family Stress & Crisis	Panel	Careers & Family	Management of Dual Roles	Panel
5	Laboratory	Evaluation	FHA Meeting	Exhibit Stud. Occ. Act.	Test
6					
7					
8					
9					
10					

Unit Block

Class Comprehensive Home Economics **Unit** Personal/Family Management

Date _____ **Teacher** _____

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Wellness/Health Habits/Health Needs	Personal Health, Physical and Emotional	Safety	Response to Emergencies	Health Care Decisions Self-Help
2	Abuses: Tobacco	Abuses: Alcohol	Abuses: Drugs	Abuses: Diets	Stress, Depression, Suicide
3	Family Health & Achievement	Test Health Records			
4					
5					
6					
7					
8					
9					
10					

Unit Block

Class Comprehensive Home Economics **Unit** Management (18)

Date _____ **Teacher** _____

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Management	Decision Making	Laboratory	Evaluation	Goals & Goal Setting
2	Priorities	Standards & Goals	Needs & Wants	Management Process	Laboratory
3	Laboratory	Evaluation	Resources	Resource Use	Family Management Practices
4	Panel	Roles	Test		
5					
6					
7					
8					
9					
10					

Unit Block

Class Comprehensive Home Economics **Unit** Consumer Education (17)

Date _____ **Teacher** _____

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Consumer Roles	Economic Systems	Rights & Responsibility	Making Choices	Income
2	Spending	Saving & Investments	Consumer Costs	Influences on Spending	Advertising
3	Personal Spending Habit	Spending Plans	Laboratory	Laboratory	Laboratory
4	Exhibits	Test			
5					
6					
7					
8					
9					
10					

Unit Block

Class Comprehensive Home Economics **Unit** Foods/Nutrition (35)

Date _____ **Teacher** _____

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Nutrient Needs, Functions	Nutrient Sources, Requirements, Guidelines	Needs Through Life Cycle	Kitchen Equipment & Safety	Measuring
2	Cheese & Milk Products	Planning Sanitation	Laboratory	Evaluation Table Manners	Beverages
3	Fruits	Planning Demonstration	Laboratory	Evaluation	Food Selections
4	Vegetables	Planning Demonstration	Laboratory	Evaluation	Buying Practices
5	Juices Breads	Planning Demonstration	Laboratory	Evaluation Pastas	Storage
6	Meats, Fish, Poultry	Planning Demonstration	Laboratory	Evaluation	Eggs
7	Convenience Foods	Time Saving Meals	Laboratory	Evaluation Field Trip	Test
8					
9					
10					

Unit Block

Class Comprehensive Home Economics **Unit** Clothing and Textiles (32)

Date _____ **Teacher** _____

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Function Influences	Shopping	Field Trip	Individual Clothing	Wardrobe Building
2	Color	Line	Sewing Equip. Planning	The Machine	Laboratory
3	Construction	→			
4	Construction	→			
5	Construction	→			
6	Clothing Care	Laboratory	Laundry	→	
7	Storage	Test			
8					
9					
10					

A Process for Critical Thinking

Step 1: Describe the problem.

Step 2: List values related to the problem.

Step 3: Outline possible solutions with consequences.

Step 4: Write a solution you decide is best.

Step 5: Apply the following questions to your solution before you make a final decision:

- What would happen if everyone solved this problem in this manner?
- Would I do the same thing when this problem occurs again?
- What will other people think of my decision?
- How can I be better prepared to deal with this and similar problems again?

Critical Thinking Operations

- Distinguishing between verifiable facts and value claims
- Distinguishing relevant from irrelevant information
- Determining the factual accuracy of a statement
- Determining the credibility of a source
- Identifying ambiguous claims
- Identifying unstated assumptions
- Detecting bias
- Identifying logical fallacies
- Recognizing logical inconsistencies in a line of reasoning
- Determining the strength of an argument

Attitudes Needed for Critical Thinking

- Intellectual curiosity
- Objectivity
- Open mindedness
- Flexibility
- Intellectual questioning
- Honesty
- Persistence
- Decisiveness
- Respect for other viewpoints

District Name

Co.-Dist.-Campus #

Campus Name

Vocational Home Economics Education
Occupational Activity Program Record

Planned Use of the Data: Establishing student eligibility
Instructions: Prepare a separate report for each semester and summer, if applicable, in DUPLICATE. For further information call 512/463-9454.

Name of Teacher _____ First Semester _____ Second Semester _____ Summer _____

Name of Pupil Group pupils by course as identified for vocational home economics in TAC 75.83.	Indicate Comprehensive/Technical Home Economics Course	Indicate M for Male, F for Female	Occupational Activity Program (Check ✓ applicable column)								Date Begun	Date Completed	Dates/Types Contacts Made by Teacher
			Parenting/Child Development	Apparel and Textiles	Consumer/Family Economics	Family/Individual Health	Family Living	Food Science and Nutrition	Management	Housing, Home Furnishings, and Equipment			
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													
13.													
14.													
15.													
16.													
17.													
18.													
19.													
20.													
21.													
22.													
23.													
24.													
25.													
26.													
27.													
28.													
29.													
30.													

(OVER)

File one copy with local administrator
and one copy in the home economics department
at conclusion of each semester and summer term.

Grade _____

Age _____

Sex: M _____ F _____ Time of day related class meets _____

Cooperative Training Plan

(THIS IS NOT A CONTRACT)

PROGRAM _____ *SCHOOL CAMPUS* _____

This training plan is to (1) define clearly the conditions and schedule of training whereby student

_____ is to receive training as a (an)
(Name and social security no. of student)

_____ and (2) serve as a guide to the cooperating parties:
(Occupational Objective) (Instructional Code)

of the _____ and the _____
(Company) (School District)

who are responsible for providing students with opportunities for training in the basic skills of an occupation and knowledge of related technical information. In order that a systematic plan which provides for well-rounded training can be followed, a schedule of work experiences and a course of study paralleling it have been worked out and agreed upon between the employer and representative of the school.

The student agrees to perform diligently the work experiences assigned by the employer according to the same company policies and regulations applicable to regular employees. The student also agrees to pursue faithfully the prescribed course of study and to take advantage of every opportunity to improve his or her efficiency, knowledge, and personal traits in order to enter the chosen occupation as a desirable employee at the termination of the training period.

In addition to providing practical instruction, the employer agrees to pay the student for the useful work done while undergoing training according to the following plan:

1. The beginning wage will be $ _____ per _____ for _____ hours per school week.

2. A review of the wages paid the student will be made jointly by the employer and coordinator periodically in keeping with company policy for the purpose of determining a fair and equitable wage consistent with the student's increased ability and prevailing economic conditions.

The training period begins the _____ day of _____, 19 _____, and extends through _____, 19 _____

There will be a probationary period of _____ days during which the interested parties may determine if the student has made a wise choice of an occupation, and if the training should be continued.

This plan has been reviewed and recommended by the Local Advisory Committee. It may be terminated for just cause by either party without recourse.

Students will be accepted and assigned to jobs without regard to race, color, national origin, sex, or handicapping condition.

SIGNATURE APPROVALS:

_____ (Student)

_____ (Employer)

_____ (Parent or Guardian)

_____ (Teacher-Coordinator)

Description of Specific and Related Occupational Training

The essential elements common to all vocational programs and as described in the *State Board of Education Rules for Curriculum* shall be a part of the cooperative student's curriculum.

The specific occupational essential elements listed below are provided as a convenience to assure the required minimum training is made available. Additional space is available to add specific individual training opportunities not identified as an essential element. **NOTE:** Occupational training objectives having no identified essential elements will require the training plans to be totally individually developed.

Required Essential Elements	To Be Done		Related Study Assignments
	On the Job	Related Class	

Additional Occupational Experiences	On the Job	Related Class

References

Blankenship, M.S., and B.D. Moerchen. 1979. *Home economics education.* Boston: Houghton Mifflin Co.

Brown, M.M. 1985. *Philosophical studies of home economics in the United States.* College of Human Ecology, Michigan State University, East Lansing, Michigan.

Brundtlun, *Our common future.* 1987. United Nations.

Canter, L. 1979. *Assertive discipline.* Los Angeles: Canter and Associates.

Comfort, C.H., and J.J. Terrass. 1979. *Teaching occupational home economics.* Peoria: Chas. A. Bennett Co.

Chamberlain, V.M., and J.M. Kelly. 1981. *Creative home economics instruction.* New York: McGraw Hill.

Charles, C.M. 1981. *Building classroom discipline.* New York: Longman, Inc.

Dowell, J.H., and B.B. Greenwood. 1975. *The masculine focus in home economics.*

Duke, D.L. 1984. *Teacher's guide to classroom management.* New York: Random House.

Duke, D.L., and A.M. Meckel. 1984. *Classroom management.* New York: Random House.

Durr, G.E., and C. Bell. 1980. *Mainstreaming in home economics.* Lubbock: Home Economics Curriculum Center, Texas Tech University.

Durr, G.E., and C.G. Bell. 1980. *Making home economics relevant to males.* Lubbock: Home Economics Curriculum Center, Texas Tech University.

———. 1988. *Education for self-responsibility.* Austin: Texas Education Agency.

Fleck, H. 1975. *Toward better teaching of home economics.* New York: Macmillan Publishing Co.

———. (all issues) *Forecast for Home Economics.*

Glasser, D. 1969. *Schools without failure.* New York: Harper and Row.

Hamilton, J. 1986. *Main street in American and the third world.* Washington D.C.: Seven Loch Press.

———. 1982. *Handbook for youth-centered leadership.*

Hausmann, E.L. 1980. *Man's self image.* Columbia: Instructional Materials Laboratory, University of Missouri-Columbia.

———. 1983. *Home and career.* Lubbock: Home Economics Curriculum Center, Texas Tech University.

Hutt, R.W. 1982. *Creating a new enterprise.* Cincinnati: South-Western Publishing Co.

———. (all issues) *Illinois Teacher.*

———. (all issues) *Journal of Home Economics.*

Kohlmann, E.L. 1975. *Home economics for young men: A teaching guide.* Ames: The Iowa State University Press.

Kushner, J.A. 1982. *How to find and apply for a job.* Dallas: South-Western Publishing Co.

Laster, J.F., and R.E. Dohner. 1986. *Vocational home economics curriculum: State of the field.* American Home Economics Association.

———. 1982. *Males in home economics classes.* Lubbock: Home Economics Curriculum Center, Texas Tech University.

———. 1984. *Microcomputers in home economics.* Lubbock: Home Economics Curriculum Center, Texas Tech University.

Miller, N.H. 1985. *The home as a learning center.* American Home Economics Association.

Parker, F. 1983. *Home economics.* New York: Macmillan Publishing Company.

Potaet, J. 1973. *Behavior modification.* Minneapolis: Burgess Publishing.

Reynolds, C. 1983. *Dimensions in professional development.* Dallas: South-Western Publishing Co.

Robert, H. 1979. *Rules of order, revised.* New York: Morrow Quill Paperbacks.

Rudd, J. and O. Hall. 1974. *Adult education for home and family life.* New York: John Wiley & Sons, Inc.

———. 1988. *State board of education rules for curriculum.* Austin: Texas Education Agency.

———. (all issues) *Teen Times.*

———. (all issues) *The Future Homemaker.*

Wood, M. 1982. *Computer awareness.* Chicago: South-Western Publishing Co.

Index

Advanced Child Development, 7
Advanced Food Science and Nutrition, 8
Advisory Councils, 26
American Home Economics Association, 1
Annual Program Plan, 31
Apparel, 8
Apparel and Textiles Production, Management, and Services, 10
Assertive Discipline, 81
Banquets, 93
Behavior Modification, 81
Bloom's Taxonomy, 29
Brainstorming, 48
Bulletin Boards, 51
Chalkboard, 50
Checking for Mastery, 43
Child Care and Guidance, Management, and Services, 10
Child Development, 70
Circular Response, 51
Climate, 24
Closure, 43
Clothing and Textiles, 62
Code of Ethics, 107-108
Comprehensive and Technical Home Economics, 6
Comprehensive Home Economics, 6
Consumer and Family Economics, 7, 68
Coordinated Vocational Academic Education, 20
Courses of Instruction, 4
Critical Thinking Skills, 121-123
Curriculum Development, 21
CVAE (see Coordinated Vocational Academic Education)
Daily Lesson Plan, 38, 39
Demonstration, 48
Disadvantaged Learners, 128
Discussion, 46
Effective Teaching Practices, 24
Emotionally Disturbed Learners, 126
Enrichment, 44
Evaluation, 53
Exhibits, 47
Explanation and Modeling, 42
Extension Home Economics, 133-134
Facilities, 95
Families with Special Health Needs, 9
Family/Individual Health, 9, 63
Feedback, 25
Field Trip, 49
Filing, 96
Films, 50
Filmstrips, 50
Flip Charts, 51
Focus, 41
Food Production, Management, and Services, 10
Food Science and Nutrition, 8, 59
Future Homemakers of America/Home Economics Related Occupations, 89-91
Games, 48
Gender Equity, 131-132
Group Work, 47
Guest Speaker, 49
Guided Practice, 43
Handicapped Learners, 124
Hearing Impaired Learners, 125
HECE (see Home Economics Cooperative Education)
Home Economics, 1
  history, 1
  promoting, 100
  purposes, 5, 6
Home Economics Career Cluster, 9
Home Economics Cooperative Education, 11
  Scope and Sequence of Group Lessons, 14
Hospitality Services, 11
Housing, Design, and Furnishings, 8, 67
Housing, Home Furnishings, and Equipment Management, Production, and Services, 10
Independent Practice, 43
Independent Study, 50
Individual and Family Life, 7, 69
Institutional Maintenance, 11
Interior Design, 8
Interview, 50
Job Search, 103
Job Specific Home Economics, 9
Learning-Disabled Learners, 126-128
Lecture, 46
Legislative Acts, 2
LEP (see Limited English Proficient Learners)
Lesson Cycle, 37, 40
Lesson Planning, 37, 44
Life Management Skills, 6
Limited English Proficient Learners, 128-129
Logical Consequences, 82
Management, 7, 68
Mathematics, 72
Mentally Impaired Learners, 125
Methods of Instruction, 11

Multicultural Education, 129
Objectives, 28
Orthopedically Impaired Learners, 126
Out-of-School Students, 117-120
Panels, 49
Parenting and Child Development, 7
Parliamentary Procedure, 92
PELE (See Pre-Employment Laboratory Education)
Planning, 27
Posters, 51
Pre-Employment Laboratory Education, 13
Preventive Discipline, 83
Principles of Learning, 23
Professional Organizations, 108
Questioning, 48
Reading, 47, 71
Reality Therapy, 82
Records, 97
Reports, 97
Resumé, 106
Resources for Teaching, 25
Reteach, 43
Role Play, 49
Scope and Sequence Block, 32
Services for the Elderly, 10
Skits, 51
Slides, 50
Special Needs, 124
Speech Impaired Learners, 125
Sponge Activities, 51
STAR Events, 91
Student Occupational Activities, 75-79
Student Teaching, 111-115
Students Taking Action for Recognition, 91
Teacher Effectiveness Training, 82
Teaching Strategies, 25, 45
Tests, 53-58
Textiles and Apparel Design, 8
Time Management, 95
Time on Task, 24
Training Plans, 12
Training Stations, 12
Transactional Analysis, 83
Transparencies, 51
Units of Instruction, 32
VEH (see Vocational Education for the Handicapped)
Verbs, 30
Visually Impaired Learners, 126
Vocational Education, 3
Vocational Education for the Handicapped, 15
Vocational Home Economics Education, 3
Writing, 72